

WILLIAM T. GRANT FOUNDATION

Supporting research to improve the lives of young people

2011 Annual Report



WILLIAM T. GRANT FOUNDATION

A LETTER FROM THE PRESIDENT

When I came to the Foundation to head its program activities in 2000, I sought the advice of some practiced hands. One was Mike Bailin, then president of the Edna McConnell Clark Foundation. His message was to focus on a few questions or topics, and when I thought we had done so, focus some more. I have gotten lots of good advice in the past 12 years, but Mike's stayed with me more than most.

At the Foundation, about 10 percent of our grantmaking supports advocacy, communications, and program development work meant to leverage the influence of our support for research. From 2003–2011, we spent all of that 20 percent on one topic—improving the quality of after-school programs. In practical terms, that has meant \$8 million in grantmaking, and much of my time.

Across the past eight years, the after-school field has gained more public and private funding; built a capacity to serve many more young people; paid increasing attention to the quality of its services; and become an important voice in federal, state, and local policy debates about youth services. I have written about these changes and our related activities in this *Annual Report*, and I want to acknowledge that Mike Bailin was right. Focusing our support for advocacy, communications, and program development grantmaking on a single topic has made a real difference for our work.

When we launched our focus on improving the quality of after-school, we held two meetings per year so the relevant research, advocacy, and communications grantees could network and share information. We initially thought the meetings would primarily serve

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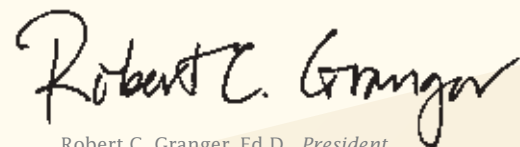
as a forum for researchers to communicate findings, but it quickly became apparent that the researchers had as much, if not more, to learn from the practitioners. It was also clear that findings from research studies were rarely useful to the practitioners. What was useful was research-based material such as curricula, rubrics that described effective practice, and practitioner-friendly measures of youth outcomes. Second, we found that while our meetings created some enduring connections among people across their roles, most of the ongoing communication occurs in within-role networks. Like all of us, the researchers and practitioners we fund rely on their personal and professional connections when they are trying to solve a problem—and the networks are largely composed of people doing similar work. Over the past eight years, both of these lessons have been reinforced by our work in other practice and policy areas such as education and child welfare. They are also present in the results of our ongoing research on how practitioners acquire, interpret, and use research.

These two facts call into question many of the strategies the research community, including us, has been using to affect practice. If tools and networks matter this much, it is time to make some major adjustments if research is going to be relevant to practice.

After-school programs remain an important youth setting, and there is still much to learn about how they shape youth and how to make such settings strong at scale. Therefore, we will continue to fund research in the after-school field.

But the main focus for our advocacy, communications, and program development grantmaking, plus considerable senior staff work, will shift. Now, it will be on improving research-practice connections in K–12 education, after-school, and other areas. This idea is described in a short essay on pages 22–23.

In closing, let me acknowledge that 2011 saw some important transitions in our senior staff. After nearly eight years of distinguished work, senior vice president for program Ed Seidman returned full-time to his professorship at New York University. Ed continues to consult with us as a senior fellow in 2012. Vivian Tseng was promoted to vice president for program and brings great skill and energy to our program work. Much of the credit for developing our focus on research-practice connections goes to her. Finally, Kim DuMont joined us as program officer. Kim was working for the state of New York before she came to the Foundation, and thus has lived on the boundaries between research, practice, and policy. She also deepens our knowledge of research examining highly vulnerable families. These transitions make us stronger as we address our new focus.



Robert C. Granger, Ed.D., *President*

**THE MISSION OF THE
FOUNDATION IS TO SUPPORT
RESEARCH TO IMPROVE THE
LIVES OF YOUNG PEOPLE.**

POSITIVE AND PRODUCTIVE RELATIONSHIPS— BOTH IN BUSINESS AND PERSONAL LIFE—WERE OF GREAT IMPORTANCE TO OUR FOUNDER, WILLIAM T. GRANT.

He believed that if you treated employees well, they would be motivated and hard-working, and he incorporated that philosophy into the management of his stores. Although many years have passed since Mr. Grant was involved with the Foundation, we carry on his tradition of fostering “community” among staff and Board members. We strive toward common goals in an atmosphere of mutual support—and carry on a proud Foundation tradition.

In 2011, the William T. Grant Foundation continued to evolve productively. As in previous years, the Board worked closely with staff officers to examine and, in some cases, revise the Foundation’s strategic priorities and initiatives. This resulted in the decision to update the focus of our advocacy, communications, and program development grants, which had previously funded work on improving the quality of after-school programs. (See Bob Granger’s essay on the following pages for more on this). We will now devote those resources to a new priority—improving the connections between research and practice. This decision was the result of in-depth discussions and debate at our Board meetings, and we are confident

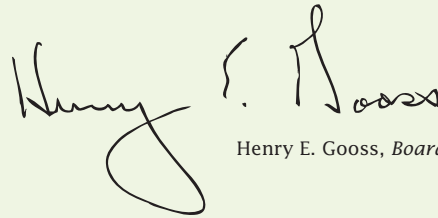
that we chose the right topic at the right time. Teachers, staff in youth programs, policymakers, and others are under pressure to produce tangible results, and research must be useful to them. The William T. Grant Foundation and our fellow research funders need to learn how to best achieve that goal. We will continue to fund research in the after-school field, which remains an important part of our portfolio of grants.

Over the last year, the Board also evolved. All organizations, be they for-profit or nonprofit, are highly dependent on the quality of their leadership. Several longtime members of our group are at or nearing the end of their terms, and we spent a significant amount of time in 2011 searching for suitable candidates for their seats. Because the Board is so involved in strategic financial and programmatic decision-making, members must be committed to the Foundation’s mission and able to contribute considerable time and expertise to our meetings. We are delighted that Judson Reis has joined us. As president of Sire Management Corporation, Jud brings a wealth of knowledge to the Board and its Finance and Investment Committee, which he has also joined.

He filled the seat vacated by Bridget Macaskill, who retired in March after serving three terms. We look forward to welcoming other new members to the Board in 2012.

The last year has made it clear how important our productive working relationships are to our success. Those relationships have produced fresh insights and ideas that we are using to make the Foundation

stronger and even more effective. We weathered the recession together and, thanks to our hard work and the support of the Foundation's dedicated staff, are looking toward the future.

A handwritten signature in black ink, reading "Henry E. Gooss". The signature is fluid and cursive, with the first name "Henry" being the most prominent part.

Henry E. Gooss, *Board Chair*



OUR WORK ON THE QUALITY OF AFTER-SCHOOL PROGRAMS: 2003–2011

The William T. Grant Foundation devotes most of our funding and the work of our staff to research. To keep that work relevant, we try to improve its connections to policy and practice by supporting advocacy, communications, and program development activities.

All of our activities are focused on a finite set of questions in order to increase the effectiveness of our limited grantmaking dollars and staff resources. Since 2002, we have funded research on how to improve the everyday settings of youth—such as classrooms, youth organizations, and less bounded environments like neighborhoods and families. We also fund research on how policymakers and practitioners acquire and use research evidence, and how that work can be improved. Our support for advocacy, communications, and program development is focused on a subset of our research portfolio, which we refer to as our “action topic.” Since 2003, that focus has been improving the quality of after-school programs.¹

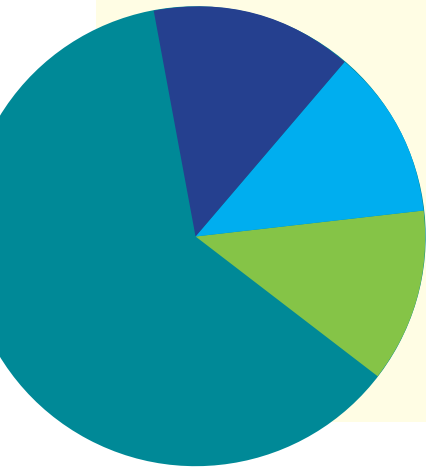


During the past eight years, the after-school field has made real progress, particularly in understanding what “high-quality practice” means and how to measure it. And, we at the Foundation have learned a great deal about how to do our work from our efforts in this area. This essay describes what we learned and the implications for the future. Woven throughout is an overview of how the after-school field has evolved and the issues that remain.

1. In 2003, we defined “after-school programs” as adult-structured programs for young people ages 6–18 that operate during the school year between 3:00 and 6:00 p.m. The programs have a range of goals, structures, organizational settings, and funding sources. Over time, our definition expanded to include programs held on Saturdays and during the summer.

OUR STRATEGY

Being a medium-sized foundation, we work to stay focused and without too many moving parts. Our guiding assumption is that the lives of young people will improve if high-quality research informs the policies and practices that affect them. To encourage that, we use three strategies: (1) supporting the production and synthesis of rigorous and relevant research evidence; (2) building the capacity of researchers to produce such evidence and of policymakers and practitioners to demand and use it; and (3) communicating to improve policy and practice. We devote significant energy to working with grantees post-award to build their skills and improve methods in the social and behavioral sciences nationally. This essay describes how these strategies were implemented regarding after-school quality.



AFTER-SCHOOL GRANTMAKING BUDGET 2003-2011

- Advocacy, \$3M
- Capacity-Building, \$2.5M
- Communications, \$2.5M
- Research, \$12.9M

THE AFTER-SCHOOL FIELD: BACKGROUND

The current era of after-school programs began in the late 1980s, with a message to get children and youth off the streets and into supervised activities. The Carnegie Council on Adolescence made youth safety a prominent goal in 1992, with its report characterizing 3:00–6:00 p.m. as the peak hours for juvenile crime. This report advanced a policy emphasis on increasing the supply of community-based programs to provide “safe havens” for young people.

The bulk of programming at that time was funded with public, school-aged child care monies—block granted to states and cities—coupled with local public and private funds. The growth in funding for new or expanded programs raised a concern about keeping individual after-school providers part of a coherent system. Citywide intermediaries such as L.A.’s Best in Los Angeles and The After-School Corporation (TASC) in New York were launched in the late 1980s and early 1990s, primarily to create and support community-based after-school programs.

In the mid-1990s, the DeWitt Wallace-Reader’s Digest Fund (now the Wallace Foundation) was on the leading edge of more recent foundation-funded efforts to try to improve the systems of after-school programs at the city level with its Making the Most of Out-of-School Time (MOST) initiative. As maternal employment increased, states such as California along with the federal government through its 21st CCLC program were increasing funding, with public support primarily driven by the dual objectives of safety and childcare. Taxpayers understood both needs, which generated bipartisan support. The 21st CCLC funding grew from \$40 million a year in 1998 to more than \$1 billion per year in 2002. Also in 2002, California passed the After-School Education and Safety Program act, with a major increase in state funding authorized as soon as the state budget improved. (This funding was triggered in 2006. The act is currently known by its designation for voters as “Proposition 49.”)

Although the expanded public funding was designed to support a range of program activities, it was often part of a K–12 education funding stream and inevitably after-school programs were pulled toward educational outcomes. As a result, by the early 2000s, it became accepted in the after-school field that programs had to promise effects on school achievement as a trade-off for financial support. At a meeting sponsored by the Partnership for After-School Education (PASE) in New York City in February 2005, Robert Halpern coined the term the “Big Lie” to describe the pressure on after-school programs to promise improved educational outcomes in order to get public (and increasingly foundation) funding. Halpern and others called for a “reframing of expectations” for the field, arguing that the comparative advantage of after-school programs and other less formal youth-serving institutions, especially when compared to school, was improvement of a broad range of “21st-century skills.” These included abilities that seemed relevant to success

in school, employment, and the rest of life, such as working well in a group, planning projects, taking responsibility, and communicating well with others.

This argument made sense to many, and it seemed to fit what researchers were finding in studies of young people in programs. But the call to reframe the rationale for the field met some limits. One was that the field did not have “proof” that it could deliver more than safe, secure places for young people. In part, this was because there were no good measures of 21st-century skills that could be widely used in practice or research, and consequently there were no strong data from program evaluations saying that after-school programs could consistently improve such outcomes.

In fact, when we entered the fray in 2003, a federal evaluation of programs funded through the 21st CCLC program was about to be released. The evaluation showed that these after-school programs were not raising school achievement over and above the other opportunities that existed for children and youth in their communities. The 21st CCLC program evaluation came out during an economic downturn, and President George W. Bush was looking for ways to reduce domestic spending. The administration saw the evaluation results as a reason to cut the program by \$400 million. After-school advocates, supported by the Charles Stewart Mott Foundation and others, quickly put together an “after-school summit,” notably including soon-to-be Governor Schwarzenegger, and the proposed cuts were withdrawn.

RESEARCH

Evaluations of the Effects of After-School Programs

From 2003 to 2011, we funded \$12.9 million in research devoted to after-school. We wanted to understand what after-school program could deliver, and we supported a number of strong evaluations of promising programs, looking for effects on youth outcomes. These included evaluations of the Building Educational Leaders (BELL) summer program, the New York City-wide program run by The After-School Corporation (TASC); the very academic Higher Achievement Program (HAP) in Washington, D.C.; Chicago’s After-School Matters (ASM) program for older youth; and an evaluation of an after-school reading curriculum, READ-180. While results varied, the main findings were that BELL, TASC, and Higher Achievement all produced effects that practitioners and policymakers saw as positive (e.g., BELL is now a grantee for expansion under the federal Social Innovation Fund program, TASC has received funding to expand an extended-day approach with schools, and the HAP evaluation is ongoing to see if its positive effects on student performance in middle school leads to enrollment in more competitive high schools). On the other hand, the results from the evaluations of After-School Matters and READ-180 were more sobering, leading the developers to think about how to strengthen these efforts. (Evaluations are often seen as positive if they “prove” that a program works. We also think it is important to learn when a program is not as effective as expected, as long as the evaluation provides insights into how effectiveness can be improved.)

AFTER-SCHOOL RESEARCH FUNDING



Our grantees' findings fit what had become the standard news from evaluations—the effects of after-school programs are mixed. Our assessment, based on the evaluations we funded and others, was that after-school programs can affect important youth outcomes but often do not, and that the field needs to work to make quality better and more consistent within and across programs. The most reliable source for this type of cross-cutting observation is a multiple study review, and we funded one such review by Joseph Durlak and Roger Weissberg.

Reviews of the Multiple Evaluations of After-School Programs

In 2007, Durlak and Weissberg published their review of program evaluations, and it was a game-changer. They reviewed 66 studies of after-school programs focused on social and emotional learning and personal development (e.g., avoiding risk and working well with others). Durlak and Weissberg found that after-school programs *did* have a positive effect on a range of youth outcomes—including school achievement—and they also produced a clue as to why. In their analysis, the investigators compared the results from two clusters of studies. In one group, they placed evaluations of programs focusing on specific social and personal skills (instead of a general focus on social development), that employed sequential learning activities to develop those skills, and had youth actively involved. In their report, they called this cluster “evidence-based,” since Durlak had found that mental health programs for young people with such features produced strong results in a prior review. In the other cluster were the studies of programs that did not have all these features. The evidence-based programs produced strong, positive results and the programs in the other cluster did not. (See my 2008 *Social Policy Report* “After-School Programs and Academics: Implications for Policy, Practice, and Research” for a more detailed discussion.) Around the same time, Patricia Lauer and colleagues published

a similar review of studies of academically oriented after-school and summer programs for low-income children, also showing modest positive effects on academic outcomes.

Advocates seized on the positive news from the reviews and argued that they showed that “after-school programs worked.” Perhaps more accurately, the reviews showed that programs *could* work—especially when done well and intentionally—and the issue was how to make more programs successful at broad scale. (Note that the practice community was not waiting for the researchers and policymakers to concur that programs needed to be stronger. From 2004–2010, I spoke at approximately 35 practitioner-oriented conferences and meetings, arguing for a focus on program quality and continuous improvement. Nearly everywhere, especially after 2005, I was “preaching to the choir.” Funders and practitioners were experimenting with various ways to measure and support better quality.)

Descriptive, Theory-Building Research on Programs

Our interest in program quality led us to fund some rich descriptive work that mixed qualitative and quantitative methods and data to look at the relationships between program activities, staff practices, and youth outcomes. Two of these studies stand out—one by Reed Larson and his colleagues of after-school programs in Illinois (and now Minnesota), and the examination of Boys and Girls Clubs in Chicago by Barton Hirsch, David DuBois, and Nancy Deutsch. Both were longitudinal studies that exemplified the best of the theory-building work we fund. And both uncovered the critical role of line staff in these programs as the key individuals who have the opportunity—with enough support and know-how—to help build youth's 21st-century skills.

Measures of Program Quality

When we undertook our work on the quality of after-school programs, we felt that having strong measures of what constitutes high-quality program practices was critical to improving practice. By 2011, we understood that when made widely available, such measures give staff a common language for talking about their work (e.g., “Here are staff practices that lead to a well-managed, positive program atmosphere”), and facilitate staff self-assessment and tailored staff development. In 2002, however, our motivation was more basic—we were going to work on program quality and were not sure how to define or measure it.

In 2002, a National Academy of Sciences panel issued a report on community-level youth programs, including after-school programs. The main conclusion of the report, titled “Community Programs to Promote Youth Development,” was that more research was needed to understand and improve youth programs. The fourth chapter of the report had a large effect on our Foundation and others about where to focus. Panel member Reed Larson drew on the research about household and family practices to describe a provisional list of eight features of daily settings (e.g., households, classrooms, after-school programs) that are important for adolescent development. The eight features Larson described are:

- ① Physical and psychological safety
- ② Clear and consistent structure and appropriate supervision
- ③ Supportive relationships
- ④ Opportunities to belong
- ⑤ Positive social norms
- ⑥ Support for efficacy and mattering
- ⑦ Opportunities for skill-building
- ⑧ Integration of family, school, and community efforts

Larson and his panel colleagues went on to say that these features are just markers of quality—the processes or interactions that lead to these features are what we should strive to understand. In short, the youth field needed good measures of what youth do with each other, with adults, and with materials that produces a “positive developmental setting.”

Historically, practitioners have developed such instruments for their own use, while researchers developed separate measures for research studies. (These instruments involve observing practice to assess its quality.) The instruments developed by both groups needed more research to prove to potential users that different observers would get the same results or—if a program improved the practices an instrument measured—youth outcomes would improve. Despite these needs, it was encouraging that while most developers assumed their instruments were unique, a review of the most commonly used instruments, which we supported, showed that they overlapped in their definition of good quality.

Our first grant to improve such a measure was given to Charles Hohmann and colleagues at the High/Scope Educational Research Foundation. This team developed and began building evidence for the validity of the Youth Program Quality Assessment (YPQA) tool. The YPQA included seven sections, each focused on measuring one dimension of program quality presumed to be critical for positive youth development: *safe environment*, *supportive environment*, *interaction*, *engagement*, *youth-centered policies and practices*, *high expectations*, and *access*. The goal of the YPQA was twofold. For researchers, it improved measurement of the staff practices that seemed to matter in youth programs. For practitioners, it could be used as an assessment tool to help drive optimal practices for youth.

By 2006, the YPQA had been refined and its technical properties looked promising. It and a number of other measures were being widely used in practice. But there was no source to help practitioners choose from among the most commonly used measures. We supported Nicole Yohalem and colleagues from the Forum for Youth Investment² to review the research on these instruments—with assistance from the various developers—as well as more practical considerations such as cost and ease of observer training. When that 2007 review showed lots of gaps in what was known about instrument quality, we announced that we would continue funding such research.

We supported additional refinement of the YPQA, along with the evaluation of a corresponding intervention designed to foster the line-staff practices it measures. We also funded Allison Tracy and her team at the National Institute on Out-of-School Time to test the reliability and validity of the Assessing Afterschool Program Practices Tool (APT) and the Survey of Afterschool Youth Outcomes (SAYO) as measures of program quality and youth outcomes. And another grant was given to Deborah Lowe Vandell and her colleagues to develop a training component for the well-researched Promising Practices Rating System (PPRS), which she had developed and used in a large federally funded study of youth development. The online, video-based training system is being developed to help practitioners use the PPRS. A second edition of the Forum's review in 2009 showed that many of the instruments were being improved and studied with other resources. At this writing, that second edition has been downloaded over 21,000 times, indicating the level of interest in the tools.

The instruments meant to measure after-school program quality are still not perfect. Some need revisions to make them more specific and clear for staff and all of them require ongoing training to be used well. But as they have been used in subsequent research studies and practice, they have confirmed the instincts of the 2002 National Academies panel. It is possible to measure the staff-youth interactions that are related to positive youth outcomes, and these interactions vary both within and between different programs. We see the increase in the existence and use of high-quality measures of program practices as perhaps the most productive example of our work on program quality—and a tangible example of a positive connection between research and practice.



2. In January 2008, the High/Scope Educational Research Foundation, developers of the YPQA, launched the David P. Weikart Center for Youth Program Quality as a joint venture with the Forum for Youth Investment.

Evaluations of Efforts to Improve Program Quality

As the descriptive findings emerged and the measures of program quality matured, the Foundation also funded several teams to develop interventions meant to improve the effectiveness of after-school programs by focusing on staff practices. This is not easy because after-school staff come and go quickly, are part-time, and programs generally have little infrastructure to support program improvement. For example, teams in Wisconsin and Kansas worked for a couple of years each to see if they could develop promising program-improvement strategies—but were not able to show substantial change.

The notable exception was the five-state intervention study run by Charles Smith of High/Scope (his team is now a part of the Forum for Youth Investment). Beginning in 2006, Smith and colleagues implemented a staff development program in 43 after-school programs (compared to 44 programs assigned by lottery to get the staff development later). The “Youth Program Quality Intervention”—which emphasized on-site staff development that includes coaching, anchored by a well developed measure of program practice—produced substantial improvements in line-staff practice. Many practitioners in many states are now trying to achieve similar results using coaching by on-site supervisors along with a good measure of program quality like High/Scope’s YPQA instrument.



THE YOUTH PROGRAM QUALITY ASSESSMENT TOOL AND INTERVENTION

In the early 2000s, we funded the Youth Program Quality Assessment (YPQA) Validation study, conducted by investigators at the High/Scope Educational Research Foundation. The team was developing and refining this tool, which used seven scales to measure staff practices. The tool was field-tested and refined, and in 2006, we awarded Charles Smith and colleagues \$1.0 million to test the effectiveness of an intervention meant to improve the staff practices being measured by the YPQA. The Youth Program Quality Intervention (YPQI) was tested in a cluster-randomized trial of 87 after-school sites in Florida, Michigan, Minnesota, and New York. The intervention is a cycle of on-site observational assessment of instruction, improvement planning, training on specific instructional methods, and performance feedback following instruction for site teams. The investigators used the YPQA to see whether the process of self-assessment and coaching in the intervention impacted staff knowledge and behaviors.

The team, now based at the David P. Weikart Center for Youth Program Quality at the Forum for Youth Investment, found improvement in the quality of staff instructional practices, which resulted in improved instruction and higher levels of staff retention. However, the more important result for us has been the subsequent widespread use of measures such as the YPQA and systematic approaches to on-site coaching of staff. Our initial, fairly modest investment in this intervention and corresponding measurement tool has resulted in approximately \$10 million in additional investment—approximately 60 systems and 3,000 after-school sites have gone on to implement the YPQI/YPQA. This is a clear example of relevant, high-quality research being widely used in practice. Such research-practice connections are rare but, as this proves, not impossible.

But there is still work to be done. As yet, there are no rigorous studies in the after-school area confirming that when you improve staff practices correlated with youth outcomes, those youth outcomes also improve. Fortunately, such studies are starting to emerge in K–12 education using similar measures. For example, in a recent article published in *Science*, Foundation grantees Joseph Allen and Robert Pianta showed in an experimental study that when a well-designed staff development program helped teachers improve their practices, student achievement also increased. We suspect that such results are also occurring in after-school programs, but the field needs strong studies showing this is the case.

CAPACITY-BUILDING AND PROGRAM DEVELOPMENT

Since we launched our focus on improving the quality of after-school programs, we have made some major tactical shifts in how we do our work. Most of our grant dollars continue to fund research, but most of our staff time is now spent on capacity-building and communications. We refined this strategy first in our after-school work. Because we are a mid-sized foundation with a modest budget, we need to leverage all of our efforts to try to be effective. Across all our programs, we now spend less time working with possible and current applicants, and more with grantees after their grant award. Our goal is to increase the already impressive capacity of grantees to do high-quality applied research, improving their effectiveness when subsequently supported by others. In this vein, we support early- and mid-career fellowships and activities such as consultation services and the development of the Optimal Design software tool, which build the capacity of researchers. From 2003–2011, total funding for these various capacity-building grants related to after-school was \$2.5 million.

From 2003 through 2005, we held twice yearly meetings of the grantees interested in after-school. At the time, we had a conventional view that we would first support good research and when findings were available, we would help the findings get communicated to practitioners and advocates. (We now believe this paradigm is too linear.) But, we were strategic at the outset and mixed researchers, practitioners, and advocates in the after-school meetings and the topics on the agendas had broad appeal (e.g., what is the current thinking about the features of a good quality program? What have we learned about measuring program quality?) Our sense is that this mix of researchers, practitioners, and advocates led to more relevant research, and it is a strategy we now use in other areas of our work.

At the start, we knew we did not have the staff capacity or content expertise to support these meetings. So, we began a relationship with Nicole Yohalem and her colleagues at the Forum for Youth Investment; they helped us design and conduct the meetings and did some writing that communicated findings to a larger audience. Forum staff polled grantees as to the issues on which they needed help, we structured meetings around those issues, and we spent more time on how to do the work better than on what was going well. By 2006, we felt confident enough about the “learning community” model to expand it to other grantees, and we now think of it as a signature of our work.

We see the increase in the existence and use of high-quality measures of program practices as perhaps the most productive example of our work on program quality—and a tangible example of a positive connection between research and practice.

COMMUNICATIONS

Because we want research findings to reach practitioners and policymakers, we also supported communications activities. From 2003–2011, our communications grantmaking totaled about \$2.5 million and nearly all of it was on the topic of after-school quality. (This is over and above the support for writing and presentations built into research grants.)

Grants included improving *Youth Today's* ability to cover research for practitioners; funding for the American Youth Policy Forum (AYPF) to sponsor research-based briefings for practitioners and policymakers in Washington, D.C.; and ongoing writing by the Forum staff to produce practice/policy-oriented newsletters, two practitioner-friendly reviews of measures of program quality, and a recent review of measures of youth outcomes. One feature of all these grants was that we wanted to make any resultant materials (e.g., newsletters, articles) as low-cost to practitioners as possible. In retrospect, this model worked well for AYPF and FYI as intermediaries that did not depend on the sale of their materials—but less well for *Youth Today* as a subscriber-driven operation.

We also supported some original writing through a series of small grants to Robert Halpern and Sam Piha. Both are deeply committed to high-quality programs and interested in programs for older youth—an area that we continue to think deserves more attention.

In addition to supporting writing and briefings by researchers and intermediaries, I also did lots of presentations and some writing to try to convey to practitioners and policymakers “what the research showed” about the effectiveness of after-school programs and how that effectiveness (aka “quality”) might be improved. Examples included a commentary in *Education Week*, articles in practitioner-oriented journals such as *New Directions for Youth Development*, and a *Social Policy Report* published by the Society for Research on Child Development. These articles were augmented by about 35 presentations from 2004–2010 at practitioner-oriented conferences.

While none of the communication vehicles we used are novel, one distinctive feature of our communications strategy was its emphasis on reaching “key influentials.” In the 1990s, I was a senior officer at MDRC, a social policy research firm that was unquestionably influential in the national policy debates about changes in federal welfare laws in 1989 and 1996. I had been impressed by MDRC’s realization that in any domestic policy field there is an identifiable and relatively small number of key people who are the nodes in the communications networks that connect research, policy, and practice. The challenge for effective communications is to identify these individuals and stay in contact with them. The strategy seemed particularly suited to an organization like the William T. Grant Foundation. We did not have the resources to mount sustained general media campaigns, but we could create lists of influential people, and we could try to stay in touch with those individuals (one of the luxuries of being a funder is that people are more likely to open your emails).

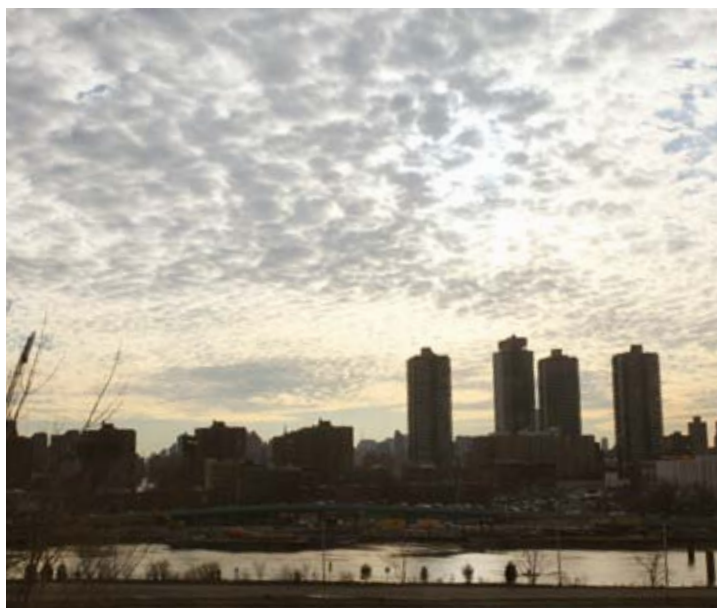
When we began our work on improving the quality of after-school programs, we built a list of about 200 “key influential” researchers, advocates, practitioners, policymakers, funders, and members of the trade media, updating it regularly as the field evolved. We then routinely shared announcements, publications, and so on with that list.

ADVOCACY

Because federal, state, and city-level policymakers are so central in the allocation of public funding for after-school programs, and because after-school is a modestly funded service that competes with other priorities for support, we made about \$3 million in grants to advocates from 2003–2011. Being a funder that wanted research to matter, we sought advocates who drew on research in their work. When we began, the Afterschool Alliance—now the main national advocacy voice on after-school—was just being launched by the Charles Stewart Mott Foundation. For several years, we supported Fight Crime: Invest in Kids (FC:IK) and Every Child Matters (ECM) to carry the message about after-school. Both organizations are very effective—FC:IK in research-based legislative advocacy and Every Child Matters in electoral politics. But saddling them with doing research-based advocacy for high-quality, after-school programs was an awkward marriage, for reasons particular to each organization. For FC:IK, the issue was that at the time there was not enough strong research on how to measure or improve program quality to support a major policy push on that topic (the situation is much better now). ECM on the other hand looks for issues that will matter in election campaigns—and after-school programs already receive bipartisan support. Thus, it was hard for ECM to use after-school as an issue that would lead voters to certain candidates.

As advocacy organizations specifically devoted to after-school developed a track record, and the amount of policy-relevant research grew, we shifted our advocacy support to organizations focused exclusively on after-school at the federal, state, and city levels. We have stayed on this course with a series of grants to the Afterschool Alliance and other state- and city-focused groups. These organizations have done excellent work, particularly as policymakers have debated how to revise the federal education bill that supports after-school programs. (How much should this funding stream support extended school-day programs versus community-based after-school?). Even so, since the 2008 economic downturn, the focus on improving quality has been tricky for the advocates because budgets have tightened and the supply of program dollars has been reduced—leading to cuts in service. In that environment it is hard to carve out funding for program improvement.





IN CONCLUSION

The after-school field continues to be pulled in multiple directions. While there is some agreement that 21st CCLC funding should enhance instead of just lengthen the school day, the goals of education policymakers for after-school are still about improved educational outcomes, narrowly conceived. Many program operators remain rightfully circumspect about their ability to deliver such results without more support in the system. Outside the education funding streams, practitioners and policymakers are much more likely to emphasize safety, prevention of risk, and enrichment while parents work.

Researchers and research funders, including the William T. Grant Foundation, are not going to resolve these tensions. The goals for after-school are going to continue to be the product of larger forces in the country such as the domestic economy and our national priorities. That said, we plan to continue supporting research that helps policymakers and practitioners solve persistent problems.

Given the current state of the field, some areas of our future funding are easy to predict. We will continue to test strategies meant to improve practice at a larger scale. For example, many practitioners are interested in having site supervisors coach line staff. While

on-site coaching is promising, there is a lot to learn about how to implement such a system well, and in a manner that is affordable. We also need studies that tie such interventions meant to improve staff practices to changes in important youth outcomes. A second area is the measures of quality practice. Observational measures are now commonly used in practice, yet they can still be improved. It is also possible that other forms of measurement may be useful to staff and less expensive—such as surveys that youth could complete. Third, we want to help the field understand why it is that promising programs seem to be effective in some situations but not others. How much of that is about the particular program approach? Or is the particular approach less important than how well it is implemented? Does the variation in effectiveness have less to do with programs per se and more to do with the organizations that house them, or the neighborhoods in which they are located? These are all important questions that transcend the after-school field—and they deserve our attention.

When we began our work on this topic eight years ago, I wrote an *Education Week* commentary with Tom Kane, discussing the results from four evaluations of different after-school programs that were being debated at the time. Tom and I argued that it was not likely that the after-school programs could affect achievement test scores, and the programs needed to focus more on boosting attendance in order to achieve any of their goals. It was an argument meant to temper what we saw as inflated expectations among advocates and policymakers. At the same time, the Foundation's Board and staff felt that there were many reasons to be hopeful. Federal, state, and city funding were growing; many foundations were supporting efforts to improve the funding and supports for programs; there was a large number of well-run intermediary organizations and service providers; and strong research firms and academic scholars were interested in the field.

Across the past eight years, as this productive mix of practitioners, policymakers, advocates, researchers, and funders did its work, our message has changed. The after-school field now has strong research reviews showing what many in the field have argued; after-school programs can have an important impact on academic and other policy-relevant youth outcomes. That research also shows that effectiveness varies both within and across programs, and the primary issue facing the field is how to make results more robust and uniform. It is fortunate that foundations such as Mott, Wallace, Edna McConnell Clark, and others continue working to make programs (and the systems that should support them) as strong and accessible as possible, particularly for children and youth from low-income families. It is worth noting that this is the same priority in many youth-serving fields: how to increase the amount of high-quality teaching; how to improve the effectiveness of teen pregnancy prevention, employment, and mentoring programs at broader scale; and so on. In that sense, the after-school field has matured, and while doing so it has pioneered new approaches to program improvement that are very promising. These include the use of well developed rubrics or tools to guide staff development; a focus on continuous improvement; and the importance of building policies, systems, and organizations that help line staff do their best work. We are fortunate that we were able to be involved in this evolution, and as a research funder we will continue to work on these issues for the foreseeable future.

MOVING FORWARD

The Foundation plans to continue learning lessons from our work on after-school. We've funded two projects to help with this. The first is an examination by Sam Piha, a respected advocate and thinker in the field, of the evolution of the after-school program in California since 2003. California has been an especially important bellwether for other states, and put a lot of state money into after-school, beginning in the 1990s. We paid special attention to California as it increased its funding for after-school in 2006.

We also commissioned Pamela Stevens, now a private consultant and formerly on staff at the Edna McConnell Clark, Wallace, and Time Warner foundations, to conduct an external review that is more evaluative of our efforts. Pam is scheduled to report to our staff and Board in June 2012, and she and I plan to write about the lessons learned for other public and private funders this coming fall—the good, the bad, and (if such lessons exist) the ugly.

And we are beginning to work on our next action topic—improving the research-practice connection—which is described in detail by Vivian Tseng on page 22. We are filled with the same excitement and energy for this new endeavor as we were in 2003, when we set out to try to contribute to the quality of after-school programs.



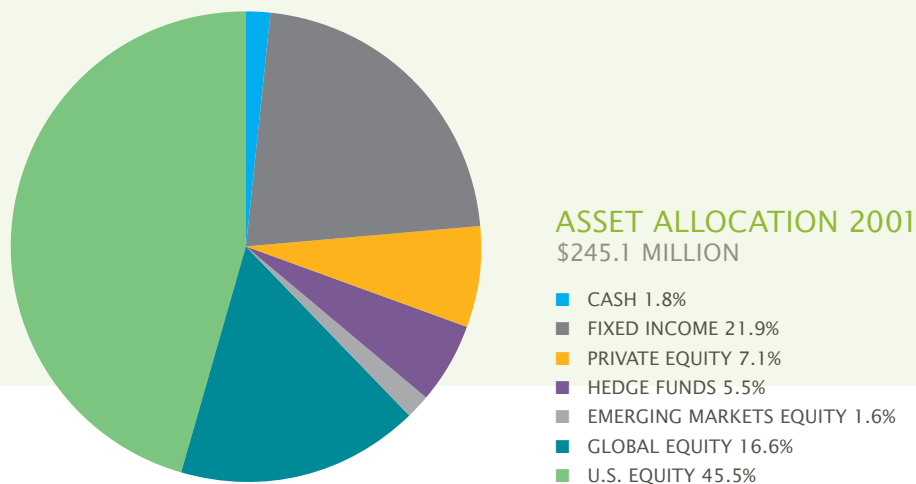
Robert C. Granger, Ed.D., *President*

MOVING FORWARD: THE FOUNDATION AT 75

The William T. Grant Foundation began 75 years ago, in 1936. Our founder, chain store owner William Thomas Grant, wanted to devote his resources to “the enrichment of life, with a primary interest in people and in their adjustment to the world in which they live.” Mr. Grant established us as a private, perpetual foundation governed by a Board of Trustees, with the idea that we would be able to pursue research and strategies to achieve social progress for youth.

Being a successful foundation over the long term requires diligent planning and astute investment strategies. We started with a modest endowment (our assets didn’t hit \$10 million until 1954) and a small grantmaking budget of about \$100,000, but we made both count. (All figures are in nominal dollars.) One of our earliest grants, in 1935, supported the “Grant Study of Adult Development” at Harvard University, which continues today (we have supported it on and off through the years) and has become one of the longest running longitudinal studies of mental and physical health. We are able to make long-term commitments to research topics because of the strength of our endowment.

Since the 1930s, the Foundation has been committed to professional stewardship of our investments—we have engaged investment professionals to serve on our Board of Trustees and skilled senior staff to manage our operations and budgets. In the 1960s, we began to actively diversify our holdings—Mr. Grant had given the Foundation company stock—which helped to insulate us from market fluctuations and the bankruptcy of the W.T. Grant Stores. By our 50th year, in 1986, our assets had reached \$130 million. Now, as we reach 75 years, our assets are over \$276 million, and our 2011 budget was \$16.1 million.



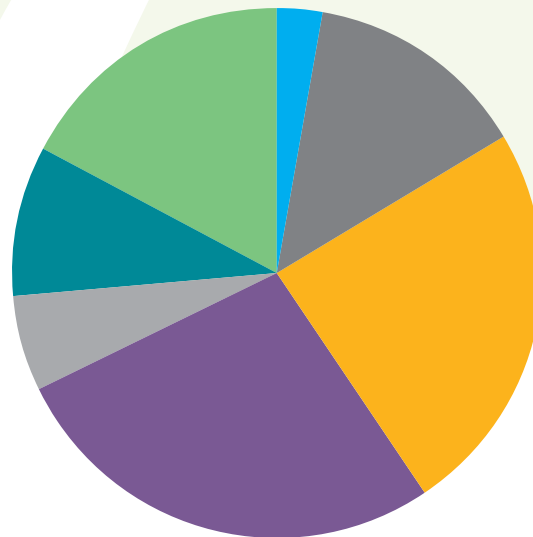
Our Finance and Investment (F&I) Committee is the guiding hand of our portfolio. In the past decade, the Committee has been the bedrock of our financial stability—six people have served on the four-person group, rotating off only when term limits require. (The Committee is made up of Board members who regularly serve the full three consecutive three-year terms allowed in our bylaws.) These skilled and experienced investment professionals are leaders in the field and take an active role in our investment strategy. Current and former F&I Committee members have served as CIO of Chase Manhattan Bank, president of Sire Management Company, a member of the U.S. Treasury Debt Management Advisory Committee, CIO of the Loews Corporation, Chairman and CEO of Oppenheimer Funds, president of a boutique investment bank, and CEO/founder of a global private equity firm. We are honored that they deem the Foundation's mission worthy of their time.

Thanks to the caliber of the Committee's membership, we have used a third-party investment consultant for less than two years in the Foundation's history. (Even then, it was only on a trial basis.) The Committee does all its own research, which speaks to its collective acumen. Each year, in addition to the four official meetings, members participate in more than 15 other meetings—and countless email and phone conversations—devoted to discussions with current or prospective investment managers and other Foundation business.

Out of this familiarity has grown a trust and confidence among Committee members to make portfolio decisions that boldly go against conventional thinking. For example, we passed on several real estate investment opportunities when this asset class was becoming increasingly popular among other institutions. This enabled us to avoid the sharp decline of this sector in 2008, during the global economic collapse. Conversely, our calculated risks have enabled us to achieve extra return due to exposure to asset classes, such as hedge funds and private equity partnerships, which are uncommon—at least in magnitude—for a portfolio of our size. (At December 31, 2011, hedge funds and private equity comprised 27.1 and 24.3 percent of our assets, respectively.) We pursue new investment opportunities as soon as they are identified as viable; we don't wait for popular opinion to validate our decisions. The charts below depicts our asset allocation at the beginning and end of this past decade.

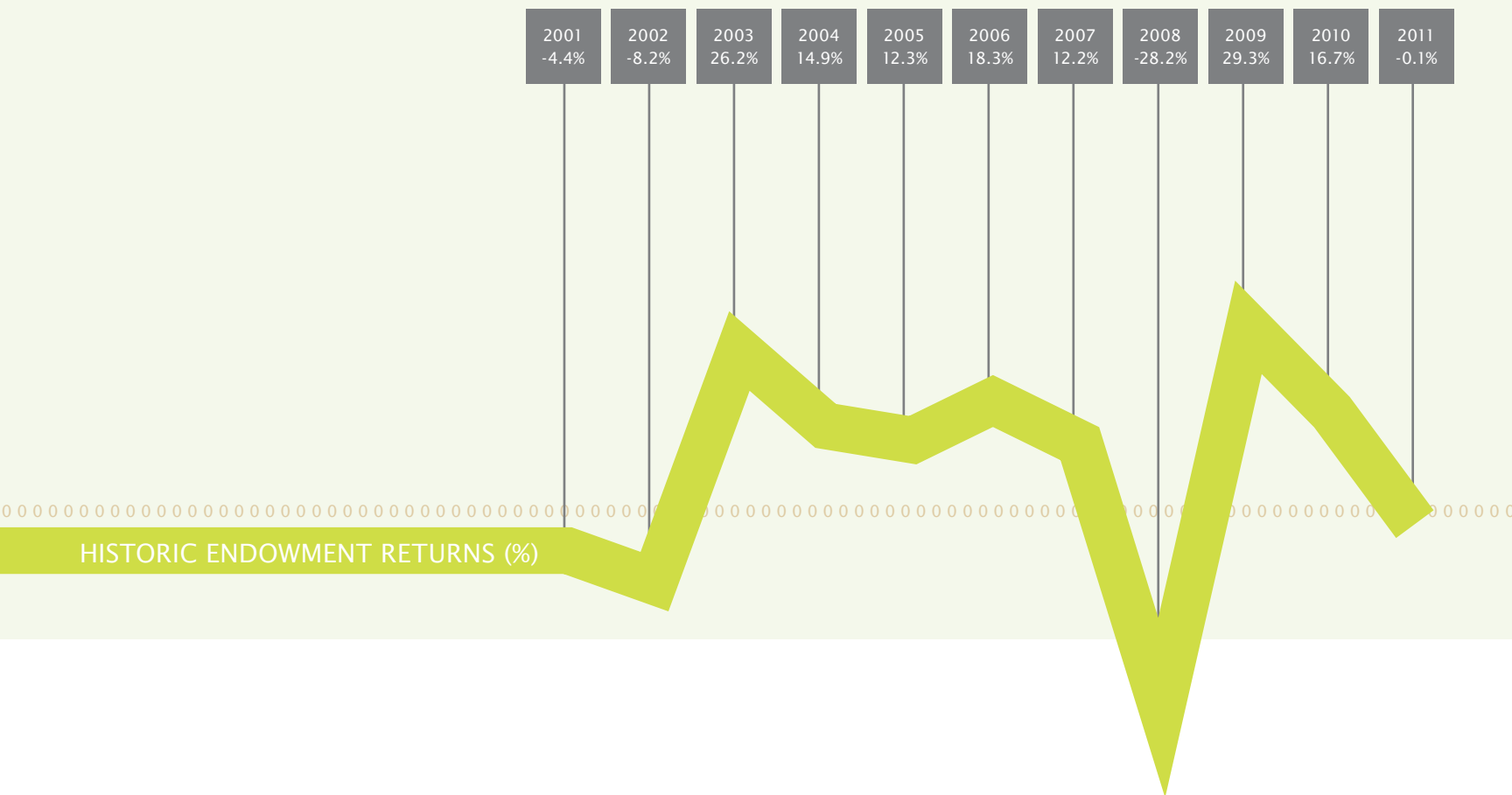
This translates into a fairly dynamic portfolio. Only six funds have survived our evolving strategy over the past 10 years—while we have increased our portfolio from 18 managers overseeing 26 funds to 30 managers overseeing 41 funds. Such active selection, monitoring and oversight of fund managers would easily seem unnecessary if the performance of our portfolio didn't measure up.

ASSET ALLOCATION 2011 \$276.0 MILLION



At December 31, 2001, the Foundation’s total assets stood at \$245 million. Ten years later, its at \$276 million. Along the way, we have spent \$143 million on grants and program-related expenses, or a little over 88 percent of total expenditures. Though, we have not been immune to the turbulence of the financial markets; our annual rate of return has ranged from a loss of 28.19 percent in 2008 to a gain of 29.29 percent in 2009. (See the chart below.) Moreover, our total assets have ranged from \$200 million in February 2003 to \$340 million in October 2007. (The chart on the next page depicts our total assets over the past 10 years.) Like any other institution, these swings have required us to make careful spending decisions, particularly during the volatility of recent years. We are proud, however, that through planned decreases or deferrals of operating expenses, we have preserved our grantmaking budgets at consistent levels.

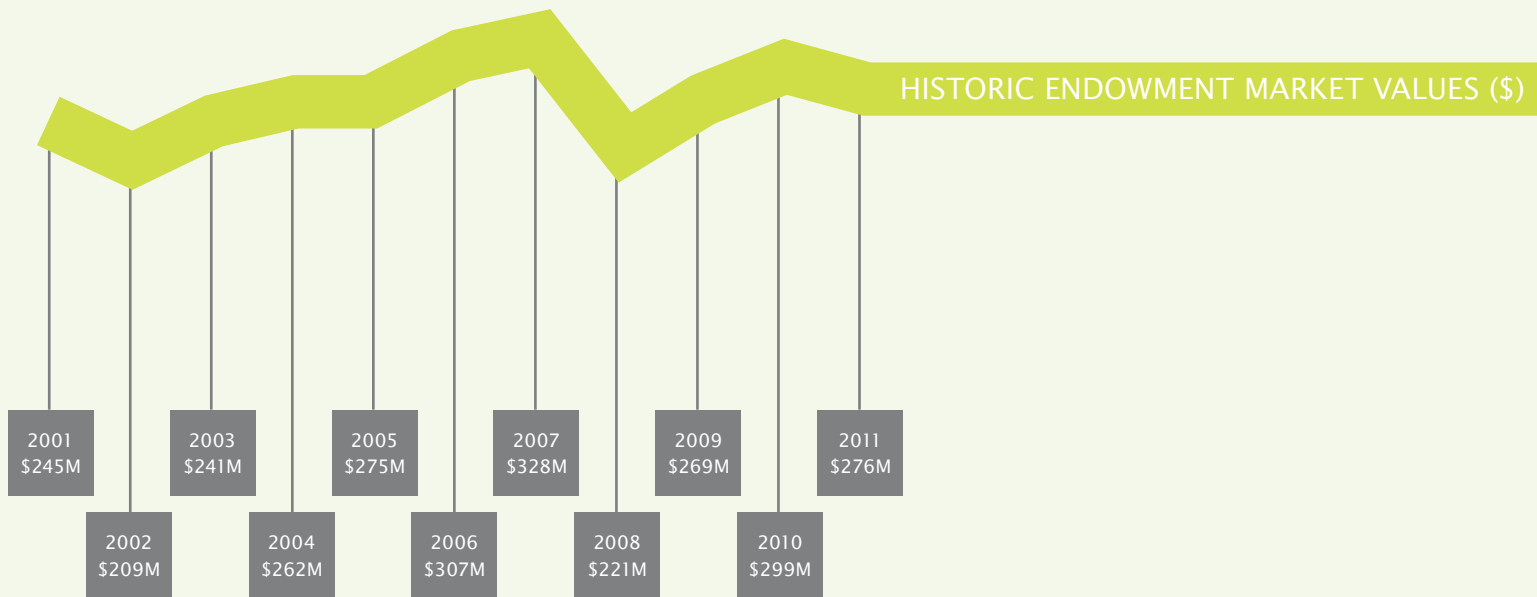
Further proof of our success is in the comparison of our portfolio performance to that of peer organizations. Data suggests that we have weathered the recent storms better than most. According to Trust Universe Comparison Service report, a quarterly report obtained through our custodial bank, our 5-year returns are in the 85th percentile compared to All Plans, as well as the subsets of Master Trusts less than \$500 million and Foundations and Endowments. The long-term performance is even better—our 10-year returns are in the 99th percentile compared to the same three benchmarks. We have exceeded our investment policy’s goal, which is to be in the top quartile of performers.



Perhaps our start 75 years ago explains our success. The Depression saw the beginnings of other philanthropic organizations that continue today—the Alfred P. Sloan, Clark, Ford, Robert Wood Johnson, and W.K. Kellogg Foundations were all founded in the 1930s. The economic conditions at the time made it impossible to ignore the volatility of markets—or the strong need for philanthropy. Our goal at the William T. Grant Foundation has always been to use a stable financial base in service of our mission to improve the lives of young people. We look forward to continuing to fund work that contributes to positive changes for youth over our next 75 years.

L. J. Noeland

Lawrence D. Moreland, M.B.A.
Senior Vice President, Finance and Administration



IMPROVING THE CONNECTIONS BETWEEN RESEARCH AND PRACTICE

The William T. Grant Foundation is committed to supporting research that can inform policy and practice to improve the lives of young people. These projects make up the majority of our grants, at more than 80 percent. Still, a small but essential portion of our funding supports advocacy, communications, and program development activities to improve our research work and further its influence. Such activities are focused on an “action topic,” which for the past eight years has been improving the quality of after-school programs. As that work winds down (see essay on page 6), we are looking toward our next focus.

In 2011, we selected a new action topic—improving research-practice connections. Common parlance describes a need to move research *to* practice, as illustrated in the diagram to the right. The underlying logic here is that researchers need to produce high-quality research, communicate and disseminate it to practitioners, and then practitioners will apply it to their work. The problem is that this framework connotes a one-way street that risks privileging researchers' perspectives and relegating practitioners as targets for research and dissemination efforts, not as active agents who should inform research agendas.



Through this new work, we hope to foster reciprocal relationships in which practice informs research in significant ways, as illustrated below. These relationships would help the research community better understand practitioners' concerns and research needs while helping practitioners enhance their interpretation and use of high-quality research.

The prevailing research-to-practice model suggests a one-way street of moving research to practice. To strengthen research-practice connections, however, we need to build a two-way street with reciprocal exchanges.



The cornerstones of this new focus are two learning communities to improve research-practice connections in education. These communities will convene twice a year for three years.

In August 2011, we and the Spencer Foundation launched a learning community for grantees from the Department of Education's Investing in Innovation (i3) Fund. These projects require program developers to partner with evaluators to test the effectiveness of their innovations as they seek to scale them up. In these meetings, program developers, implementing agencies, evaluators, and consultants will discuss how to balance program fidelity with local adaptation, sustain programs through volatile economic and staffing conditions, and manage developer-evaluator relationships. Our hope is to capture practitioners' insights in order to inform future efforts to scale up evidence-based programs.

This May, we will launch a second learning community for partnerships between researchers and urban school districts. There is burgeoning interest in establishing long-term institutional collaborations to address persistent problems of practice in education. These partnerships confront thorny challenges around building and sustaining trust; constructing research agendas that balance multiple stakeholder interests; and producing research that is rigorous, timely, and actionable. Our learning community is designed to enable a small group of partnerships to learn from each other about ways to build stronger partnerships and to collaborate on future projects. We hope to capture lessons for others in the field on partnership strategies, producing high-quality research that meets multiple stakeholder concerns, and supporting practitioners' use of research.

To complement these activities, we have commissioned Cynthia Coburn and Bill Penuel to write a paper describing the landscape of research-practice partnerships in education. This paper will discuss various approaches to partnership work and challenges to building and sustaining them. We are also supporting a handful of small grants to address the broader goal of enabling researchers to learn from practitioners. Bridget Hamre, for example, will convene state, district, and school leaders to garner their perspectives on using evidence-based tools in redesigning their teacher evaluation and support systems; she will write a brief based on that meeting.

These activities will inform, and be informed by, research endeavors. Several of our grantees are systematically studying factors that facilitate or constrain districts' use of research, as well as the types of research practitioners find useful and the limits they see in existing research. We are also supporting several researchers, who are examining why program impacts vary across different populations and contexts—their work may be particularly helpful for scale-up efforts.

Calls to improve the connections between research and practice are growing louder. We hope that this work will facilitate rich, respectful discussions between researchers and practitioners. Ultimately, we believe this will yield lessons for both groups and our collective work to improve the lives of young people.



Vivian Tseng, Ph.D., Vice President, Program



FUNDING OPPORTUNITIES

Our funding programs focus on our current research interests—how youth settings work, how they affect youth development, and how they can be improved; and when, how, and under what conditions research evidence is used in policy and practice that affect youth, and how its use can be improved. The majority of our grants support empirical research in the social sciences. One signature of our approach is that we devote considerable time and resources to working with grantees after their awards begin, to further support and strengthen their efforts.

Our main program for funding research is our **investigator-initiated grants**. We accept letters of inquiry from applicants three times each year in January, April, and August. Our website includes information for potential applicants, including funding guidelines, application procedures, and documents related to our current research interests.

The **RFP for Understanding the Acquisition, Interpretation, and Use of Research Evidence in Policy and Practice** continues to elicit strong proposals for studies by researchers in a range of disciplines. We now have a robust portfolio of grants and have convened twice-annual meetings so the investigators can share ideas and knowledge. Findings from the earliest work we funded are starting to be released, and we look forward to sharing what we learn.

The **Distinguished Fellows Program** also reflects our growing commitment to connecting research to policy and practice. It allows influential mid-career researchers, policymakers, and practitioners to immerse themselves in each other's roles to gain a sense of the challenges and needs of such work. Specifically, policymakers and practitioners work in research settings, so they can learn how to better engage with high-quality research. Conversely, researchers spend their Fellowship in practice or policy settings so they can gain a stronger understanding of the kinds of research that would be relevant and useful in those settings.

The **William T. Grant Scholars Program** offers five-year career-development awards for young researchers. These highly competitive grants have been made by the Foundation since 1982, and include a mentoring component to help facilitate the Scholars' acquisition of new skills and expertise. Grantees also meet at an annual retreat to share work in progress, discuss challenges, and learn from and network with each other and invited consultants.

Our **Youth Service Improvement Grants (YSIG)** program differs from our other funding programs in that it funds youth programs rather than research. This program is open to community-based organizations within the five boroughs of New York City that directly serve youth. The grants are designed to help such organizations improve the quality of their services. Awards also include consultation services with the Youth Development Institute.

WILLIAM T. GRANT SCHOLARS PROGRAM

The William T. Grant Scholars Program is one of the Foundation's longest-running and most prestigious funding opportunities. It began in 1982 as the Faculty Scholars program and has, since then, supported the development of scores of researchers who have gone on to pursue innovative, impactful work.

The Scholars Program funds early-career researchers in the social, behavioral, or health sciences. Although the program supports five-year research plans, it differs from traditional research awards in its focus on career development. Scholars propose five-year mentoring plans specifically designed to help them gain new expertise and skills and stretch into new areas. Mentors provide training in new skills, but they also facilitate access to professional networks and other resources to help Scholars progress in their fields. Our goal is for the Scholars to use their expanded expertise—which can include methods, disciplinary perspectives, or content knowledge—to pursue research that will advance theory, policy, and practice for youth.

This competitive award is given annually to four to six candidates who have a promising track record of success in conducting high-quality research. We look for people who are ambitious in their research endeavors and prepared to take measured risks to advance them. Each Scholar receives an award of \$350,000 distributed over five years. Applications for 2013 awards are due on July 3, 2012. Potential candidates can find our Application Guide—containing funding criteria, required documents, and application procedures—on our website.



Current Scholars, their families, Foundation representatives, and invited consultants gather at the annual retreat in 2011



Standing, front left: Jane Waldfogel, Hiro Yoshikawa, Elizabeth Birr Moje, Robert C. Pianta, W. Thomas Boyce, Robert C. Granger, Lawrence Palinkas, Vonnie C. McLoyd, and Andrew C. Porter.

Seated, left to right: Mary Pattillo, Timothy Smeeding, Richard J. Murnane, and Cynthia García Coll.
Not pictured: Susan M. Kegeles

Cynthia García Coll, Ph.D., Chair
Robinson and Barstow Professor
of Education, Psychology,
and Pediatrics
Brown University

W. Thomas Boyce, M.D.
Sunny Hill Health Center BC
Leadership Chair in Child
Development
Professor of Pediatrics
University of British Columbia

Robert C. Granger, Ed.D.
President, William T. Grant
Foundation

Susan M. Kegeles, Ph.D.
Professor of Medicine
Co-Director, Center for AIDS
Prevention Studies
University of California, San
Francisco

Vonnice C. McLoyd, Ph.D.
Ewart A.C. Thomas Collegiate
Professor
Department of Psychology
University of Michigan

Elizabeth Birr Moje, Ph.D.
Arthur F. Thurnau Professor
of Language, Literacy, and
Culture and Associate Dean for
Research, School of Education
Faculty Associate, Institute for
Social Research
Faculty Affiliate, Latino/a Studies
University of Michigan

Richard J. Murnane, Ph.D.
Juliana W. and William Foss
Thompson Professor of
Education and Society
Graduate School of Education
Harvard University

Lawrence Palinkas, Ph.D.
Albert G. and Frances Lomas
Feldman Professor of Social
Policy and Health
School of Social Work
University of Southern California

Mary Pattillo, Ph.D.
Harold Washington
Professor of Sociology and
African American Studies
Faculty Affiliate, Institute for
Policy Research
Northwestern University

Robert C. Pianta, Ph.D.
Dean, Curry School of Education
Novartis US Foundation
Professor of Education
Director, Center for Advanced
Study of Teaching and Learning
Director, National Center for
Research in Early Childhood
Education
University of Virginia

Andrew C. Porter, Ph.D.
Dean, Graduate School of
Education
George and Diane Weiss
Professor of Education
University of Pennsylvania

Timothy Smeeding, Ph.D.
Director, Institute for Research
on Poverty
Arts and Sciences Distinguished
Professor of Public Affairs
University of Wisconsin-Madison

Jane Waldfogel, Ph.D.
Compton Foundation Centennial
Professor of Social Work and
Public Affairs
School of Social Work
Columbia University

Hirokazu Yoshikawa, Ph.D.
Academic Dean and Professor
of Education
Graduate School of Education
Harvard University



2006–2011

Valerie Leiter, Ph.D.
Associate Professor
Director, Society and Health
Program
Department of Sociology
Simmons College
*"Transition to Adulthood Among
Youth with Disabilities"*

Emily J. Ozer, Ph.D.
Associate Professor
School of Public Health
University of California, Berkeley
*"Adolescents as Resources in
School-Based Prevention"*

Devah Pager, Ph.D.
Associate Professor
Co-Director, Joint Degree Program
in Social Policy
Department of Sociology
Princeton University
*"Barriers in the Pathway
to Adulthood: The Role of
Discrimination in the Lives of
Young Disadvantaged Men"*

Laura Romo, Ph.D.
Associate Professor
Graduate School of Education
Director, Chicano Studies Institute
University of California,
Santa Barbara
*"Designing Contextually Relevant
Workshops to Enhance Latina
Mother-Daughter Communication
About Sexual Topics"*

Kevin Roy, Ph.D.
Associate Professor
School of Public Health
University of Maryland
*"Intergenerational Influences on
Men's Transitions to Adulthood"*

2007–2012

Christina Gibson-Davis, Ph.D.
Associate Professor
Sanford School of Public Policy
Faculty Fellow, Center for Child
and Family Policy
Duke University
*"Marriage and Parenthood in the
Lives of Adolescents and Young
Adults"*

Nikki Jones, Ph.D.
Associate Professor
Department of Sociology
University of California,
Santa Barbara
*"Pathways to Freedom:
How Young People Create a Life
After Incarceration"*

Nonie Lesaux, Ph.D.
Marie and Max Kargman Associate
Professor of Human Development
& Urban Education Advancement
Graduate School of Education
Harvard University
*"Language Diversity and Literacy
Development: Increasing
Opportunities-to-Learn in Urban
Middle Schools"*

Dina Okamoto, Ph.D.
Associate Professor
Department of Sociology
University of California, Davis
*"The Role of Community-Based
Organizations in the Lives
of Immigrant and Second-
Generation Youth"*

Sandra Simpkins, Ph.D.
Associate Professor
School of Social and
Family Dynamics
Arizona State University
*"The Determinants of Mexican-
Origin Adolescents' Participation
in Organized Activities: The Role
of Culture, Settings, and the
Individual"*

2008–2013

Renee Boynton-Jarrett, M.D., Sc.D.
Assistant Professor
Department of Pediatrics
Boston University School of Medicine
"The Social Ecology of Adolescent Obesity: Defining the Role of Adverse Social Settings and Social Stress"

Stefanie DeLuca, Ph.D.
Associate Professor
Department of Sociology
Johns Hopkins University
"Moving Matters: Residential Mobility, Neighborhoods, and Family in the Lives of Poor Adolescents"

Alisa Hicklin Fryar, Ph.D.
Assistant Professor
Department of Political Science
University of Oklahoma
"Minority Student Success in Higher Education"

Brian Mustanski, Ph.D.
Associate Professor
Director of the IMPACT LGBT Health and Development Program
Department of Medical Sciences
Northwestern University Feinberg School of Medicine
"The Internet as a Setting for Sexual Health Development Among Gay Youth"

2009–2014

Guanglei Hong, Ph.D.
Assistant Professor
Department of Comparative Human Development
University of Chicago
"Causal Inference Methods for Studying Instruction Effects on Language Minority Students"

Derek Kreager, Ph.D.
Associate Professor
Department of Sociology & Crime, Law and Justice
Pennsylvania State University
"Peer Networks and Adolescent Sexual Development"

Candice Odgers, Ph.D.
Associate Professor
Department of Psychology and Social Behavior
University of California, Irvine
"Macro-to-Micro Contextual Triggers of Early Adolescent Substance Exposure"

Craig Schwalbe, Ph.D.
Associate Professor
School of Social Work
Columbia University
"Social Processes in Juvenile Probation"

2010–2015

Elizabeth Oltmans Ananat, Ph.D.
Assistant Professor
Sanford School of Public Policy
Duke University
"Economic and Social Determinants of the Educational, Occupational, and Residential Choices of Young Adults"

Phillip Atiba Goff, Ph.D.
Assistant Professor
Department of Psychology
University of California, Los Angeles
"Broken Windows, Broken Youth: The Effect of Law Enforcement on Non-White Males' Development"

Sara Goldrick-Rab, Ph.D.
Associate Professor
Department of Educational Policy Studies and Sociology
University of Wisconsin-Madison
"Rethinking College Choice in America"

Patrick Sharkey, Ph.D.
Assistant Professor
Department of Sociology
New York University
"The Impact of Acute Violence and Other Environmental Stressors on Cognitive Functioning and School Performance"

2011–2016

Joshua L. Brown, Ph.D.
Assistant Professor
Department of Psychology
Fordham University
"The Impact of School and Classroom Environments on Youth Mental Health: Moderation by Genetic Polymorphisms"

Amanda E. Guyer, Ph.D.
Assistant Professor
Department of Human and Community Development
Center for Mind and Brain
University of California, Davis
"Social Settings as a Context for Neurobiological Sensitivity in Adolescence"

Bic Ngo, Ph.D.
Associate Professor
Department of Curriculum and Instruction
University of Minnesota, Twin Cities
"Innovating Culturally Relevant Pedagogy: Insights from Community Arts Programs Serving Immigrant Youth"

Elizabeth Levy Paluck, Ph.D.
Assistant Professor
Department of Psychology
Princeton University
"Promoting Tolerant School Settings: A Social Networks Field Experimental Intervention"

Dallas Swendeman, Ph.D., M.P.H.
Assistant Professor-in-Residence
Department of Psychiatry and Biobehavioral Sciences
David Geffen School of Medicine
University of California, Los Angeles
"Mobile Phone Ecological Momentary Assessment for Family Functioning, Routines, and Settings"



DISTINGUISHED FELLOWS

The ultimate goal of the Distinguished Fellows Program is to facilitate the production and use of high-quality research to improve policy and practice. In order to have the strongest impact, the Program targets mid-career researchers, policymakers, and practitioners who are influential in their fields. Researchers are immersed in policy or practice settings, and policymakers and practitioners in research settings. Fellows learn firsthand about the needs and challenges inherent in different roles.

The Distinguished Fellows Program furthers our interest in fostering stronger connections between the research, policy, and practice communities. Grantees' Fellowship experiences enable them to strengthen their work and their fields' capacity to produce or use relevant, rigorous research.

In 2011, the Foundation reviewed the Distinguished Fellows Program, as we do periodically with various initiatives. We found that the program needed increased flexibility to accommodate the schedules and responsibilities of mid-career professionals. Beginning in mid-2012, applications for this program will be accepted three times per year, with start dates for Fellowships staggered accordingly. (In prior years, we took applications only once a year.) We hope this change will make it easier for applicants to match the timing of a Fellowship with our funding.



YOUTH SERVICE IMPROVEMENT GRANTS

Through the Youth Service Improvement Grants (YSIG) program, the Foundation takes a more hands-on approach to fulfilling our mission. These grants help to support mid-sized organizations in the five boroughs of New York City as they implement improvements at the point of service. These grants are a valuable part of our portfolio, allowing us to directly support youth organizations in our own community.

To qualify, applicants must offer direct services to youth ages 8 to 25. These services range from arts education, tutoring, mentoring, and college preparation to gang and incarceration prevention and career and internship preparation.

These grants are administered by a diverse and dedicated committee of non-senior Foundation staff who volunteer their time to this program. Since the program's founding in 2006, we have continued to

refine it to increase its impact and serve our grantees. In 2011, we continued to offer consulting services through the Youth Development Institute to our new grantees, in an effort to promote sustainable, evidence-based improvements.

The images featured in this *Annual Report* were taken at two organizations recently funded through the YSIG program, Free Arts NYC and Ghetto Film School.





FREE ARTS NYC

Free Arts NYC is dedicated to creating supportive environments for low-income youth to express themselves artistically. Free Arts partners with group homes, shelters, schools, and community centers to deliver these services, which include mentoring, summer camps, and field trips. Free Arts also provides Free Arts Days year-round to disadvantaged youth in New York City. At these daylong arts festivals, youth are paired with a volunteer “buddy” and rotate through themed art-making projects. The program concludes with an interactive performance that continues the day’s theme and exposes youth to various art forms, such as modern dance and world music.

In 2011, Free Arts was awarded a Youth Service Improvement Grant (YSIG) to strengthen the performance portion of their Free Arts Day program. Through this grant, Free Arts will work with its partnering performance troupes to more fully integrate them into the program. Free Arts also plans to conduct training sessions for performers and work with the troupes throughout the year to develop Free Arts Day themes. This improvement will help the performers to fully understand the goals of Free Arts Days, allowing the troupe and the organization to create a more powerful and cohesive experience for youth.



GHETTO FILM SCHOOL

Since 2000, The Ghetto Film School (GFS) has been cultivating a new generation of storytellers among New York City high school students. Through a competitive application process, GFS selects promising students from New York City’s five boroughs who aspire to careers in filmmaking. Over the course of the 15-month program, the students come to GFS’s studio in the South Bronx to take part in intensive training that includes hands-on experience, opportunities to speak with established filmmakers, and international field trips.

In 2010, the William T. Grant Foundation awarded a Youth Service Improvement Grant (YSIG) to GFS to help the further the development of its award-winning Fellows Program. After conducting extensive case studies of current and former Fellows’ outcomes, staff at the Ghetto Film School noticed a trend: Fellows need stronger support with writing skills and the college application process. This grant allowed GFS to address those needs by incorporating a College Prep and Writing Class into the existing curriculum. This course will give GFS Fellows the tools to take their filmmaking skills to new heights.



NEW AND ACTIVE GRANTS

CAPACITY-BUILDING

William T. Grant Scholars

Economic and Social Determinants of the Educational, Occupational, and Residential Choices of Young Adults

Elizabeth Oltmans Ananat, Ph.D.

Duke University

\$350,000, 2010–2015

\$60,000, 2011–2013*

The Social Ecology of Adolescent Obesity: Defining the Role of Adverse Social Settings and Social Stress

Renee Boynton-Jarrett, M.D.

Boston University School of Medicine

\$350,000, 2008–2013

The Impact of School and Classroom Environments on Youth Mental Health: Moderation by Genetic Polymorphisms

Joshua L. Brown, Ph.D.

Fordham University

\$350,000, 2011–2016

Moving Matters: Residential Mobility, Neighborhoods, and Family in the Lives of Poor Adolescents

Stefanie DeLuca, Ph.D.

Johns Hopkins University

\$350,000, 2008–2013

Marriage and Parenthood in the Lives of Adolescents and Young Adults

Christina Gibson-Davis, Ph.D.

Duke University

\$350,000, 2007–2012

Broken Windows, Broken Youth: The Effect of Law Enforcement on Non-White Males' Development

Phillip Atiba Goff, Ph.D.

University of California, Los Angeles

\$350,000, 2010–2015

Rethinking College Choice in America

Sara Goldrick-Rab, Ph.D.

University of Wisconsin-Madison

\$350,000, 2010–2015

\$60,000, 2011–2013*

Minority Student Success in Higher Education

Alisa Hicklin Fryar, Ph.D.

University of Oklahoma

\$350,000, 2008–2013

Social Settings as a Context for Neurobiological Sensitivity in Adolescence

Amanda E. Guyer, Ph.D.

University of California, Davis

\$350,000, 2011–2016

Causal Inference Methods for Studying Instruction Effects on Language Minority Students

Guanglei Hong, Ph.D.

University of Chicago

\$350,000, 2009–2014

\$85,000, 2010–2014

Pathways to Freedom: How Young People Create a Life After Incarceration

Nikki Jones, Ph.D.

University of California, Santa Barbara

\$350,000, 2007–2012

\$60,000, 2009–2012*

Peer Networks and Adolescent Sexual Development

Derek Kreager, Ph.D.

Pennsylvania State University

\$350,000, 2009–2014

Transition to Adulthood Among Youth with Disabilities

Valerie Leiter, Ph.D.

Simmons College

\$340,000, 2006–2011

Language Diversity and Literacy Development: Increasing Opportunities-to-Learn in Urban Middle Schools

Nonie Lesaux, Ph.D.

Harvard University

\$350,000, 2007–2012

\$85,000, 2009–2012*

The Internet as a Setting for Sexual Health Development Among Gay Youth

Brian Mustanski, Ph.D.

Northwestern University

\$350,000, 2008–2013

Innovating Culturally Relevant Pedagogy: Insights from Community Arts Programs Serving Immigrant Youth

Bic Ngo, Ph.D.

University of Minnesota, Twin Cities

\$350,000, 2011–2016

Macro-to-Micro Contextual Triggers of Early Adolescent Substance Exposure

Candice Odgers, Ph.D.

University of California, Irvine

\$350,000, 2009–2014

The Role of Community-Based Organizations in the Lives of Immigrant and Second-Generation Youth

Dina Okamoto, Ph.D.

University of California, Davis

\$350,000, 2007–2012

Adolescents as Resources in School-Based Prevention: Effects on Program Outcomes and Youth Development

Emily Ozer, Ph.D.

University of California, Berkeley

\$340,000, 2006–2011

\$60,000, 2008–2011*

Barriers in the Pathway to Adulthood: The Role of Discrimination in the Lives of Young Disadvantaged Men

Devah Pager, Ph.D.

Princeton University

\$340,000, 2006–2011

Promoting Tolerant School Settings: A Social Networks Field Experimental Intervention

Elizabeth Levy Paluck, Ph.D.

Princeton University

\$350,000, 2011–2016

Designing Contextually Relevant Workshops to Enhance Latina Mother-Daughter Communication about Sexual Topics

Laura Romo, Ph.D.

University of California, Santa Barbara

\$340,000, 2006–2011

\$60,000, 2007–2011*

Intergenerational Influences on Men's Transitions to Adulthood

Kevin Roy, Ph.D.

University of Maryland

\$340,000, 2006–2011

\$60,000, 2009–2012*

Social Processes in Juvenile Probation

Craig Schwalbe, Ph.D.

Columbia University

\$350,000, 2009–2014

The Impact of Acute Violence and Other Environmental Stressors on Cognitive Functioning and School Performance

Patrick Sharkey, Ph.D.

New York University

\$350,000, 2010–2015

The Determinants of Mexican-Origin Adolescents' Participation in Organized Activities: The Role of Culture, Settings, and the Individual

Sandra Simpkins, Ph.D.

Arizona State University

\$350,000, 2007–2012

Mobile Phone Ecological Momentary Assessment for Family Functioning, Routines, and Settings

Dallas Swendeman, Ph.D., M.P.H.

University of California, Los Angeles

\$350,000, 2011–2016

*Denotes Scholars Mentoring Awards

Distinguished Fellows

The Role of Research in Enhancing Family Planning and Pregnancy Prevention for Teens

Jennifer Barber, Ph.D.

University of Michigan
\$199,784, 2011–2013

Integrating Child Welfare, Income Support, and Child Support to Improve Outcomes

Maria Cancian, Ph.D.

University of Wisconsin-Madison
\$190,966, 2009–2011

Understanding the Educational Ecology of Formal and Informal Organizations in Pittsburgh

Kevin Crowley, Ph.D.

University of Pittsburgh
\$200,000, 2010–2012

Using Data to Build the Capacity of After-School and Youth Development Providers

Elizabeth Devaney, M.A.

Providence After School Alliance
\$162,878, 2009–2012

Improving Research, Policy, and Practice in Family Courts through Interdisciplinary Collaboration

Peter Salem, M.A.

Association of Family and Conciliation Courts
\$186,417, 2009–2012

Designing, Implementing, and Validating the Next Generation of Teacher Evaluation Systems

John Tyler, Ph.D.

Brown University
\$195,474, 2010–2012

Youth Service Improvement Grants

Gang Awareness and Prevention Plan

Kwayera Archer-Cunningham

Ifetayo Cultural Arts Academy
\$25,000, 2011–2012

Casita Maria smART Kids Staff Training

Sarah Calderon

Casita Maria, Inc.
\$25,000, 2011–2012

Improving Gang Prevention & College Prep for TOP Pride

Michael Friedman

Camp Vacamas Association of New Jersey
\$25,000, 2011–2012

Writing and College Prep Class, GFS Fellows Program

Joe Hall

The Ghetto Film School
\$25,000, 2011–2012

Teaching Digital Reporting Skills on New York City Public High School Students

Keith Hefner

Youth Communication New York
\$25,000, 2011–2012

Free Arts Day Improvement

Liz Hopfan, MS

Free Arts NYC
\$25,000, 2011–2012

Dancewave Company Service Improvement Project

Diane Jacobowitz

Dancewave, Inc.
\$25,000, 2011–2012

Pre-Internship Program Curriculum Improvement Program

Patricia Machir, M.A.

Futures and Options
\$25,000, 2011–2012

Garden Apprentice Program (GAP)

Scot Medbury

Brooklyn Botanic Garden
\$25,000, 2011–2012

Mainstreaming Special Needs Youth

Giselle Melendez-Susca

Kingsbridge Heights Community Center
\$25,000, 2011–2012

Symphonic Youth Program (SYP) Curriculum/Classroom Management Development

Luis Mojica, Ed.D.

Multicultural Music Group
\$25,000, 2011–2012

Conflict Management & Mediation Training

Yokasta Morales, MPA

Children's Arts & Science Workshops, Inc.
\$25,000, 2011–2012

College Access Project

Randolph Peers

Opportunities for a Better Tomorrow
\$25,000, 2011–2013

Literacy Leaders

Lynda Zimmerman, M.A.

Creative Arts Team, Inc.
\$25,000, 2011–2012



Research Methods and Infrastructure

Understand Why Intervention Effects Vary

Thomas Brock, Ph.D.
Howard Bloom, Ph.D.
James Riccio, Ph.D.

MDRC
\$100,000, 2011–2012

Building Evidence: The Inside Story of Social Experiments

Judith Gueron, Ph.D.

MDRC
\$20,000, 2010–2011

Scaling: Understanding the Predictors of Impacts and the Link between Quality and Impacts

Robert J. Ivry, Ph.D.
Thomas Brock, Ph.D.
James Riccio, Ph.D.

MDRC
\$25,000, 2011–2012

Qualitative Consulting Service for Supporting Mixed-Method Research and Workshops

Eli Lieber

University of California, Los Angeles
\$24,916, 2009–2010
\$22,993, 2010–2011
\$80,825, 2011–2012

Improving Studies of the Impact of Group Level Interventions on Program Quality and Youth Outcomes

Stephen Raudenbush, Ed.D.
Howard Bloom, Ph.D.

MDRC
\$300,000, 2010–2011
\$150,000, 2011–2012

Other

The Taproot Foundation Service Grant Program

Robert Acton
The Taproot Foundation
\$40,000, 2010–2012
\$25,000, 2011–2012

Advancing Evidence-Based Reforms in Social Programs Affecting American Youth

Jonathan Baron, J.D.
Council for Excellence in Government
\$100,000, 2010–2012

Building a Sustainable Model for Promoting Evidence-Based Youth and Family Policy

Karen Bogenschneider, Ph.D.
University of Wisconsin-Madison
\$100,000, 2010–2011
\$100,000, 2011–2012

A Pilot Project to Enhance Career Development of Promising Interdisciplinary Research Scientists in Adolescent Health

S. Jean Emans, M.D.
Children's Hospital Boston
\$25,000, 2010–2012

Expanded Learning Time for High School Students

Lucy Friedman
The After-School Corporation
\$125,000, 2011–2012

Harlem Children's Zone: Community Development as Education

Edmund Gordon, Ph.D.
Rockland Community College Foundation
\$25,000, 2010–2012

Consortium Institute: Conducting Research to Build the Capacity of Urban Educators

Paul Goren, Ph.D.
University of Chicago
\$25,000, 2010–2011

Spring 2011 SREE Research Conference-Professional Development Program

Rob Greenwald
Society for Research on Educational Effectiveness (SREE)
\$10,000, 2010–2011

Facilitating Use of Evidence-Based Observational and Improvement Tools in K-12

Bridget K. Hamre, Ph.D.
Robert Pianta, Ph.D.
University of Virginia
\$24,983, 2011–2012

Career Programming in Out-of-School Time

Kathryn Hynes
Pennsylvania State University
\$25,000, 2011–2012

National Model for Application of Research to Practice

Christine James-Brown, Ph.D.
Child Welfare League of America
\$25,000, 2011–2012

For Youth Who Drop Out: Pathways or Merely Stops along the Way?

Peter Kleinbard
Good Shepherd Services
\$25,000, 2011–2012

Board Strengthening and Organizational Sustainability

Karen Pittman
Forum for Youth Investment
\$25,000, 2010–2011

SRCD Congressional Fellowship Program

Martha Zaslow, Ph.D.
Lonnie Sherrod, Ph.D.
Society for Research in Child Development
\$375,000, 2009–2012
\$25,000, 2011–2012

The Summer Matters Initiative

Lori Slutsky
The New York Community Trust
\$15,000, 2011–2012

Archiving Data from a 70-Year Longitudinal Study of Human Development

Robert Waldinger, M.D.
Brigham and Women's Hospital
\$90,996, 2010–2011
\$24,956, 2011–2013

The Pioneer Messenger Service (and Other Adventures of a Do-Gooder in Science and Politics)

Gary Walker, Ph.D.
Public/Private Ventures
\$25,000, 2011–2012

Young Scholars Program

Niobe Way, Ph.D.
Society for Research on Adolescence
\$20,000, 2011–2012

The NICHD Summer Institute on Applied Research in Child and Adolescent Development Travel Support

Julie Wolf-Rodda, Ph.D.
Foundation for the National Institutes of Health
\$5,040, 2011–2012

Bridging Research, Policy, and Practice in Youth Development

Nicole Yohalem
Forum for Youth Investment
\$478,330, 2010–2011
\$360,000, 2011–2012



USE OF RESEARCH EVIDENCE

Descriptive Research

How School Boards Weigh Research Findings in Policymaking

Robert Asen, Ph.D.
University of Wisconsin-Madison
Deborah Gurke, Ph.D.
Wisconsin Association of School Boards
\$448,442, 2009–2011

Exploring Knowledge Diffusion Among District Administrators

Matthew Clifford, Ph.D.
American Institutes for Research
Julie Kochanek, Ph.D.
Education Development Center
\$186,767, 2010–2012

The Role of Developmental Research Evidence in the Juvenile Justice System, its Uses and Effects

Jeannette Colyvas, Ph.D.
April Faith-Slaker
Northwestern University
\$24,477, 2011–2011

Implementation and Outcomes Evaluation of California's AB 12

Mark E. Courtney, Ph.D.
Jennifer Mosley, Ph.D.
Amy Dworsky, Ph.D.
University of Chicago
\$25,000, 2011–2012

Understanding Social Network Structure in Schools Under Corrective Action: A Longitudinal Comparative Analysis of Research Use and Diffusion in Urban Districts

Alan Daly, Ph.D.
University of California, San Diego
Kara Finnigan, Ph.D.
University of Rochester
\$342,246, 2009–2011
\$559,916, 2011–2014

State Education Agency Use of Research Evidence to Improve Schooling for Youth

Margaret Goertz, Ph.D.
University of Pennsylvania
Carol Barnes, Ph.D.
Diane Massell, Ph.D.
University of Michigan
\$596,823, 2010–2012

Understanding the Obama Plan for Growing Evidence-based Policies

Ron Haskins, Ph.D.
Isabell Sawhill, Ph.D.
Kent Weaver, Ph.D.
Brookings Institution
\$300,000, 2011–2013

Research Use as Learning: The Case of School District Central Offices

Meredith Honig, Ph.D.
University of Washington
\$383,338, 2011–2012

Fostering Evidence Use in Child Welfare Policies Regarding Psychotropic Medications

Laurel Leslie, M.D., M.P.H.
Tufts University
Lawrence Palinkas, Ph.D.
University of Southern California
\$405,643, 2011–2012

How Do Intermediary Organizations Promote Research Evidence for Educational Policymaking?

Christopher Lubienski, Ph.D.
University of Illinois, Urbana-Champaign
Elizabeth Debray, Ed.D.
University of Georgia
Janelle Scott, Ph.D.
University of California, Berkeley
\$607,052, 2011–2014

Policy Ideas, Entrepreneurs, and Education Research

Lorraine McDonnell, Ph.D.
M. Stephen Weatherford, Ph.D.
University of California, Santa Barbara
\$453,620, 2010–2012

Using Evidence to Improve Medicaid Mental Health Services for Massachusetts Children and Youth

Joanne Nicholson, Ph.D.
University of Massachusetts Medical School
Laurel Leslie, M.D.
Tufts Medical Center
Susan Maciolek, M.P.P.
University of Southern Maine
\$552,517, 2010–2012

Improving the Quality, Use, and Utility of Social Science Research

Miron L. Straf, Ph.D.
National Academy of Sciences
\$350,019, 2006–2011

Networks, Organizational Culture, and Limited Differences: Examining the Use of Research

David Takeuchi, Ph.D.
Jerald Herting, Ph.D.
University of Washington
\$158,496, 2011–2012

Communications & Advocacy

California After-School Policy Agenda Development for the 2011 Legislative Session

Steve Amick
LA's BEST
\$10,000, 2010–2011

Evidence-based Policymaking: Next Steps to Take a Book from Analysis to Action

Karen Bogenschneider
University of Wisconsin-Madison
\$25,000, 2009–2011

Using Research to Inform the Policy Process to Enhance the Quality of After-School Programs

Betsy Brand
Caroline Christodoulidis, M.A.
American Youth Policy Forum
\$162,745, 2009–2011

Strengthening Youth Today's Investigative Research Capabilities

Sara Fritz
American Youth Work Center
\$150,000, 2009–2011
\$150,000, 2011–2013

Advancing Quality After-School Programs

Jodi Grant, J.D.
Afterschool Alliance
\$300,000, 2010–2012

Using Evidence for a Change

James Kohlmoos
National Association of State Boards of Education
\$10,000, 2010–2011

2011 Big Ideas Retreat "Opportunities in the New Normal: Leveraging Knowledge to Move Forward"

James Kohlmoos
National Association of State Boards of Education
\$10,000, 2011–2012

Improving After-School Program Quality and Access

Jennifer Peck
Partnership for Children and Youth
\$120,314, 2008–2011
\$75,000, 2010–2011
\$75,000, 2011–2012

Advancing the Effectiveness and Sustainability of Afterschool Programs in California

Sam Piha
Partnership for Children and Youth
\$25,000, 2010–2011

NPR's Coverage of Youth-Related Issues

Lorraine Ross
National Public Radio
\$275,000, 2009–2011
\$275,000, 2011–2013

Other

Comparative Child and Family Policy: A Conference in Honor of Sheila Kamerman

Irwin Garfinkel, Ph.D.
Columbia University
\$5,000, 2010–2011

Using Research to Improve Children's Lives: A Festschrift in Honor of Aletha C. Huston

Elizabeth Gershoff, Ph.D.
University of Texas at Austin
\$5,000, 2010–2011

UNDERSTANDING AND IMPROVING YOUTH SETTINGS

Descriptive Research

Organizing Schools and Classrooms to Engage Latina/o Youth in Academically Challenging Work

Betty Achinstein, Ph.D.
Rodney Ogawa, Ph.D.
 University of California,
 Santa Cruz
 \$580,000, 2010–2013

Integrating Targeted Academic Help into a Community After-School Program

Tiffani Chin, Ph.D.
 EdBoost Education Corp.
Meredith Phillips, Ph.D.
 University of California,
 Los Angeles
 \$25,000, 2010–2011

Health Risk Trajectories Across Adolescence: Understanding Gender Differences

Rebekah Levine Coley, Ph.D.
 Boston College
Sara Jaffee, Ph.D.
 King's College
James Mahalik, Ph.D.
 Boston College
 \$394,058, 2010–2013

Housing Contexts and Youth Development within Urban Low-Income Families

Rebekah Levine Coley, Ph.D.
 Boston College
Tama Leventhal, Ph.D.
 Johns Hopkins University
Linda Burton, Ph.D.
 Duke University
 \$324,841, 2011–2012

Early Social Settings and Pathways to Economic Opportunity in Uncertain Times

Robert L. Crosnoe, Ph.D.
 University of Texas at Austin
Margaret Burchinal, Ph.D.
 University of California-Irvine
Tama Leventhal, Ph.D.
 Tufts University
Kathleen McCartney, Ph.D.
 Harvard University
 \$322,315, 2010–2013

Low-Income Youth, Neighborhoods, and Housing Mobility in Baltimore

Kathy Edin, Ph.D.
 University of Pennsylvania
Susan Clampet-Lundquist, Ph.D.
 Saint Joseph's University
Stefanie DeLuca, Ph.D.
 Johns Hopkins University
 \$460,938, 2010–2011

How Do Peers Influence Each Other's Mental Health and Helpseeking in College?

Daniel Eisenberg, Ph.D.
 University of Michigan
Janis L. Whitlock, Ph.D.
 Cornell University
Ezra Golberstein, Ph.D.
 Harvard Medical School
 \$421,789, 2009–2012

The Role of Youth Settings in Young Adult Development: The Ecological Context of Rural Poverty

Gary Evans, Ph.D.
 Cornell University
 \$406,399, 2009–2013

In Search of Structure: A Theory-Based, Mixed-Methods Examination of Parental Structure in Families of Young Adolescents

Wendy Grolnick, Ph.D.
Esteban Cardemil, Ph.D.
 Clark University
 \$322,616, 2008–2011
 \$32,977, 2009–2011

Attributes of Good Learning Experiences for Youth

Robert Halpern
 Erikson Institute
 \$24,167, 2010–2012

Principal Transitions: A Longitudinal, Multilevel Social Network Analysis

Katherine Klein, Ph.D.
 University of Pennsylvania
Alan Daly, Ph.D.
 University of California, San Diego
Kara Finnigan, Ph.D.
 University of Rochester
Andrew Cohen, Ph.D.
 University of Pennsylvania
 \$24,990, 2011–2012

Development of Self-Direction in Youth-Program-Family Interaction Systems: Latino and Non-Latino Adolescents

Reed Larson, Ph.D.
Marcella Raffaelli, Ph.D.
 University of Illinois at Urbana-Champaign
 \$640,034, 2010–2013

Investigating the Malleability of Teacher Talk in Urban Middle School Classrooms

Nonie Lesaux, Ph.D.
Perla Gamez, Ph.D.
 Harvard University
 \$24,973, 2011–2012

Estimating Neighborhood Effects on Low-Income Youth

Jens Ludwig, Ph.D.
 University of Chicago
Brian Jacob, Ph.D.
Jeffrey Smith, Ph.D.
 University of Michigan
 \$367,207, 2005–2012

The Achievement/Adjustment Paradox: Understanding Psychological Adjustment of High-Achieving Chinese American High School Students

Desiree Qin, Ed.D.
 Michigan State University
 \$25,000, 2006–2011
 \$16,000, 2009–2011

Understanding Processes of Crime and Desistance Among Gang-Associated Delinquent Youths

Victor M. Rios, Ph.D.
 University of California,
 Santa Barbara
 2011–2014, \$305,019

Everyday Life and Susceptibility to Upper Respiratory Infections

Theodore Robles, Ph.D.
Paul Chung, Ph.D.
Rena Repetti, Ph.D.
Richard Slatcher, Ph.D.
 University of California,
 Los Angeles
 \$500,000, 2009–2012
 \$25,000, 2011–2012

Crime, Context, and Academic Performance

Amy Schwartz, Ph.D.
Patrick Sharkey, Ph.D.
 New York University
 \$300,000, 2011–2013

School Disciplinary Climate and Educational Outcomes for African American Students: Phase II, School-Level Analyses

Russell Skiba, Ph.D.
Robin Hughes, Ph.D.
 Indiana University
 \$463,929, 2010–2012

Violence, Sleep, and Child Health

James Spilsbury, Ph.D.
Denise Babineau, Ph.D.
 Case Western Reserve University
 \$491,737, 2009–2012

The Role of Settings on Relational and Academic Engagement for Latino Community College Students

Carola Suárez-Orozco, Ph.D.
Marcelo Suárez-Orozco, Ph.D.
Robert Teranishi, Ph.D.
 New York University
 \$499,201, 2010–2012

Examining the Importance of Health Spillovers Between Siblings: Magnitudes and Mechanisms

Barbara Wolfe, Ph.D.
Marsha Seltzer, Ph.D.
 University of Wisconsin-Madison
Jason Fletcher, Ph.D.
 Yale University
 \$355,742, 2010–2013

Intervention Research

Recasting the Secondary School Classroom as a Context for Positive Youth Development

Joseph Allen, Ph.D.

Robert Pianta, Ph.D.

University of Virginia

\$1,251,445, 2006–2010

\$150,000, 2009–2012

Using Emotional Literacy to Improve Youth-Serving Organizations

Marc Brackett, Ph.D.

Susan Rivers, Ph.D.

Peter Salovey, Ph.D.

Yale University

\$1,594,182, 2007–2011

\$216,038, 2007–2011

\$178,599, 2008–2011

\$50,185, 2009–2011

\$50,187, 2009–2011

Observing the Setting-level Impact of a High School Behavioral Change Intervention: A 60-School Randomized Trial

Catherine Bradshaw, Ph.D.

C. Debra Furr-Holden, Ph.D.

Philip J. Leaf, Ph.D.

Johns Hopkins University

\$750,000, 2011–2014

Experimental Program to Evaluate Court-Based Services for Divorcing Families

Sanford Braver, Ph.D.

Irwin Sandler, Ph.D.

Arizona State University

\$500,000, 2008–2012

Changing Classroom Climate and Other School Micro-Contexts: The 4Rs Setting-Level Study

Joshua Brown, Ph.D.

New York University

Stephanie Jones, Ph.D.

Harvard University

\$524,340, 2006–2012

\$14,107, 2007–2012

How Volunteer Programs Affect Health and Well-being in Low-Income Youth

Edith Chen, Ph.D.

Kimberly Schonert-Reichl, Ph.D.

University of British Columbia

\$25,000, 2011–2012

Marital Conflict-Focused Parent Education for Families with Adolescents

E. Mark Cummings, Ph.D.

Jennifer Cummings, Ph.D.

William Faircloth

University of Notre Dame

\$405,995, 2008–2012

\$150,000, 2010–2012

Young Women Leaders: An Investigation of Mentoring Groups for Middle School Girls

Nancy L. Deutsch, Ph.D.

Edith Winx Lawrence, Ph.D.

University of Virginia

\$497,136, 2008–2012

Testing the ARC Organizational Intervention Strategy for Community and School-based Youth Service Programs

Charles Glisson, Ph.D.

University of Tennessee, Knoxville

\$1,483,573, 2008–2012

Challenging Underserved Children to Achieve Academic Excellence

Jean Grossman, Ph.D.

Princeton University

Carla Herrera, Ph.D.

Public/Private Ventures

Leigh Linden, Ph.D.

Columbia University

Richard Tagle

Higher Achievement

\$245,000, 2010–2011

A Replication and Extension of a Study of Peer Impacts on Attitudes and Drinking Behavior

Guang Guo, Ph.D.

University of North Carolina at Chapel Hill

Greg Duncan, Ph.D.

University of California, Irvine

\$568,450, 2007–2011

The Causes of Truancy and Dropout: A Mixed-Methods Experimental Study in Chicago Public Schools

Jonathan Guryan, Ph.D.

Northwestern University

Jens Ludwig, Ph.D.

University of Chicago

Philip Cook, Ph.D.

Duke University

Mimi Engel, Ph.D.

Vanderbilt University

Amy Claessens, Ph.D.

University of Chicago

Sandra Christenson, Ph.D.

University of Minnesota

\$597,811, 2011–2014

After-School Programs for High School Students: An Evaluation of After School Matters

Barton Hirsch, Ph.D.

Larry Hedges, Ph.D.

Northwestern University

\$843,729, 2007–2012

Early Adolescents' Experiences of Continuity and Discontinuity of School Micro-contexts: Implications for Place-Based Treatment Effects

Maria LaRusso, Ph.D.

New York University

Joshua Brown, Ph.D.

Fordham University

Stephanie Jones, Ph.D.

Harvard Graduate School of Education

\$500,000, 2009–2011

\$24,976, 2009–2012

The Effects of a Workplace Intervention on the Family Settings and Health of Employees' Children

Susan McHale, Ph.D.

David Almeida, Ph.D.

Anne Crouter, Ph.D.

Laura Cousino Klein, Ph.D.

Robert Stawski, Ph.D.

Pennsylvania State University

\$499,079, 2009–2013

State and Local Policies Regarding Implementation of Nurse-Family Partnership and their Impact on Participant Retention

Kammie Monarch, R.N.,

M.S.N., J.D.

Nurse-Family Partnership

David Olds, Ph.D.

University of Colorado

\$25,000, 2010–2012

Small Class Sizes and Health: Causality, Mechanisms, and Lessons for Policy

Peter Muennig, Ph.D.

Elizabeth Ty Wilde, Ph.D.

Columbia University

Jeremy Finn, Ph.D.

State University of New York

at Buffalo

\$201,622, 2010–2012

Dissemination of Results from the WASCIP Quality Advisory Study

Neil Naftzger, M.P.A.

American Institutes for Research

\$24,935, 2010–2011

The Impact of School-Based Prevention on Friendship Networks and Peer Influence

D. Wayne Osgood, Ph.D.

Mark Feinberg, Ph.D.

Pennsylvania State University

\$500,000, 2007–2012

Opportunity NYC-Family Rewards: An Embedded Child and Family Study of Conditional Cash Transfers

James Riccio, Ph.D.

MDRC

Pamela Morris, Ph.D.

New York University

\$400,000, 2009–2012

\$25,000, 2009–2012

Strengthening After-School Programs

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\$1,499,920, 2009–2012

Measurement

*Assessing Instructional Content and Interactions At-Scale**

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Lindsay C. Matsumura, Ph.D.
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Laura Hamilton, Ph.D.
 RAND Corporation
 \$399,831, 2008–2012

Development and Validation of Scalable, Multi-Method Approaches to Measuring Teacher-Student Interactions

Jason Downer, Ph.D.
Bridget Hamre, Ph.D.
Megan Stuhlman, Ph.D.
 University of Virginia
 \$98,998, 2009–2012

Teaching Practices, Classroom Peer Ecologies, and Youth Outcomes

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D. Wayne Osgood, Ph.D.
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Philip Rodkin, Ph.D.
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 \$399,367, 2008–2011

*Toward an Understanding of Classroom Context: A Validation Study**

Drew Gitomer, Ph.D.
Courtney Bell, Ph.D.
 Educational Testing Service
 \$531,095, 2008–2012
 \$50,512, 2009–2012

Establishing National Child Welfare Agency Norms for the Organizational Social Context (OSC) Measurement System

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*Refining and Validating a Measure of Classroom Quality for English-Language Learners**

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*Improving the Measurement of Classroom Mathematics Instruction**

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Mark Cummings, Ph.D.
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 \$550,000, 2010–2012

*Measuring Quality Assessment in Science Classrooms through Artifacts and Self-Reports**

Jose Felipe Martinez, Ph.D.
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Hilda Borko, Ph.D.
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Procedures that Optimize the Reliability and Validity of Classroom Observations

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Joseph P. Allen, Ph.D.
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Interim Measures for Young Adult Workforce Programs Project

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 JobsFirstNYC
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Assessing the Viability of Staff Surveys as a Measure of After-school Program Quality

Neil Naftzger, M.P.A.
 American Institutes for Research
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The Motivational and Learning Benefits of Autonomy-Supportive Classroom Practices

Erika Patall, Ph.D.
 University of Texas at Austin
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Toward Improving Settings Serving Youth with Emotional Disturbances: Measuring Social Processes in Special Education Phase I

Susan Rivers, Ph.D.
Marc Brackett, Ph.D.
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APT Validation Study Phase 1: Identifying and Minimizing Measurement Error

Allison J. Tracy, Ph.D.
Wendy B. Surr, M.A.
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 \$149,725, 2010–2011
 \$24,500, 2011

Development of Training Materials for the Promising Practices Rating System

Deborah Lowe Vandell, Ph.D.
 University of California, Irvine
 \$50,000, 2010–2012

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BOARD OF TRUSTEES

In 2011, the Board of Trustees began to see the benefits of austerity measures it took during the height of the recent financial crisis. Together and as members of four committees—finance and investment, audit and budget, program, and executive—the Board continued to carefully monitor the Foundation’s budget and assets while ensuring that our grantmaking operations served our mission.

The Board collaborated with staff to define the Foundation’s new action topic, improving the connections between research and practice, as Vivian Tseng discusses on pages 22 and 23. It oversaw an evaluation of the Foundation’s Distinguished Fellows Program, and modified the program accordingly.

The Board also continued its attention to the development of its membership. This year, it welcomed Judson Reis as a new member and looks forward to his expertise and contributions in meetings. Jud joined us following the retirement of Bridget Macaskill.



From left, seated: J. Lawrence Aber, Lisa Hess, Christine James-Brown, and Nancy Gonzales.

From left, standing: Sara McLanahan, Russell Pennoyer, Robert C. Granger, Henry E. Gooss, Judson Reis, and Olivia Golden.

Not pictured: Bridget Macaskill, Melvin Oliver, and Andrew C. Porter.

J. Lawrence Aber, Ph.D., is professor of applied psychology and public policy at New York University's Steinhardt School and Board Chair of the school's Institute for Human Development and Social Change. In 2006, he was appointed by the Mayor of New York City to the Commission for Economic Opportunity. Dr. Aber earned his doctorate at Yale University.

Olivia Golden, Ph.D., is an institute fellow at the Urban Institute, where she focuses on child and family programs, specifically service providers. She previously served as director of state operations for New York and as director of the Child and Family Services Agency of the District of Columbia. She earned her doctorate at the Kennedy School of Government at Harvard University.

Nancy Gonzales, Ph.D., is a Foundation professor of clinical psychology at Arizona State University. She has done significant research regarding the wellbeing of youth, particularly Mexican immigrant youth. Dr. Gonzales earned her doctorate at the University of Washington in Seattle.

Henry E. Gooss, M.B.A., (Chair) is a senior adviser of Investor Growth Capital, Inc., the venture capital arm of Investor AB, a Swedish industrial holding company, where he also served as president from 2005 through 2008. Prior to joining Investor AB in 1998, he had been chief investment officer of Chase Manhattan Bank and its predecessors since 1986. He began his career at Brown Brothers Harriman & Co., and earned his M.B.A. from New York University.

Robert C. Granger, Ed.D., (President), has been president of the William T. Grant Foundation since 2003. He joined the Foundation in 2000 as senior vice president for program. His previous positions include senior vice president of MDRC and executive vice president at Bank Street College of Education. He earned his doctorate at the University of Massachusetts.

Lisa Hess, M.B.A., is president and managing partner of SkyTop Capital Management LLC. She is also a regular contributor to *Forbes* magazine. From 2002 to 2008, she served as chief investment officer for the Loews Corporation. Ms. Hess also previously held positions at Goldman Sachs, Odyssey Partners, and First Boston. She was a founding partner of Zesiger Capital Group, and was a member of the U.S. Treasury Debt Management Advisory Committee. She earned her M.B.A. at the University of Chicago.

Christine James-Brown (Vice-Chair) is president and CEO of the Child Welfare League of America (CWLA). She previously served as president of United Way International since 2004, and before that spent 10 years as president and CEO of United Way of Southeastern Pennsylvania.

Bridget A. Macaskill is president and COO of Arnhold and S. Bleichroeder Advisers, LLC. For several years prior, she served as principal of BAM Consulting LLC, an independent financial services consulting firm, which she founded. Ms. Macaskill was formerly the president, COO, CEO, and chairman of Oppenheimer Funds, Inc. Currently, she is a member of the board of directors of Fannie Mae and Prudential plc, and is a trustee for the TIAA-CREF funds and the CREF accounts.

Sara McLanahan, Ph.D., is the William S. Tod Professor of Sociology and Public Affairs at Princeton University, where she also founded the Bendheim-Thoman Center for Research on Child Wellbeing. She is editor-in-chief of the journal *The Future of Children*. She earned her doctorate at the University of Texas at Austin.

Melvin Oliver, Ph.D., is the SAGE Sara Miller McCune Dean of Social Sciences and a professor of sociology at the University of California, Santa Barbara. Dr. Oliver also served as vice president of the Asset Building and Community Development Program at the Ford Foundation and has spent 18 years as a faculty member at the University of California, Los Angeles. He earned his doctorate at Washington University in St. Louis.

Russell Pennoyer, J.D., (Secretary, Treasurer) is a partner at Benedetto Gartland & Company. He was formerly an executive of American Exploration Company and also served as an associate with Davis Polk & Wardwell. He earned his J.D. at Columbia University School of Law.

Andrew C. Porter, Ph.D., is dean of the University of Pennsylvania's Graduate School of Education, where he also serves on the faculty as the George and Diane Weiss Professor of Education. Dr. Porter has also taught at Michigan State, the University of Wisconsin-Madison, and Vanderbilt University. He earned his doctorate at University of Wisconsin-Madison.

Judson Reis, M.B.A., is the president of Sire Management Corporation, which manages several multi-manager investment partnerships. He is an active supporter of several private primary and secondary schools, a trustee at the Skowhegan School of Painting and Sculpture, and a trustee at the Pomfret School. Mr. Reis earned his M.B.A. at Harvard Business School.

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Our reviewers play an indispensable role in ensuring that we fund high-quality, relevant work. We thank them for their service in 2011.

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Director, Center for Children,
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Professor of Psychology
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From left, seated: Gabrielle Diharce, Lawrence D. Moreland, Brian L. Wilcox, Krishna Knabe, and Edward Seidman.

From left, standing: Vivian Tseng, Joseph Ferra, Linda Rosano, Kim DuMont, Mary Heglar, Thomas S. Weisner, Julie Wong, McPhail Simon, Colleen Ammerman, Robert C. Granger, and Ruth Nolan.

Not pictured: Hee Jin Bang, Sharon Brewster, James Lui, Yvette Marksman, Nancy Rivera-Torres, Damisela Taveras, and Irene Williams.

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